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REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1918

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THE LEGISLATIVE ASSEMBLY OF ONTARIO

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REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1918

To His Honour

COLONEL THE HONOURABLE SIR JOHN HENDRIE, K.C.M.G., C.V.O., etc., etc.

Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR:

I beg leave to present the Report of the Department of Education for the year 1918. The statistics in the Report are chiefly for the calendar year 1917, and the appendices include reports from the Inspectors and various officials whose duties call for annual statements of the work done in the several branches. The circumstances of the time call for more than a formal presentation of the work of this Department.

Reconstruction and Education

In the earlier days of the war the term "Reconstruction" was used to express a return to the conditions of July, 1914. The practical tasks of reconstruction were the two related problems of *demobilization* and *restoration*—how to get men as quickly as possible from their war positions in the army or in industry back into their old niches in civil life, and how to free employers and employed from the restrictions and control of war with a view to restoring the methods of the past. But as time went on and the deeper lessons of the struggle were being impressed on men's souls, the word *reconstruction* took on a deeper meaning. Men sought for more than a simple return to pre-war conditions. There grew the ideal of a better world after the war. By war achievements there was developed an enlarged sense of what is possible and a quickened sense of what is just. Not the old conditions but better conditions for all, is the aim of a true reconstruction.

The basis of reconstruction is the conservation and development of our human resources. All plans for commerce, industry, agriculture—all plans for the general utilization of our material wealth, depend upon the intelligence and character of the people. Reconstruction is thus inextricably bound up with the broad subject of education.

The War and Education

The importance of education has received fresh illustration from the world cataclysm of war. We have seen on a colossal scale the power of education over the souls and minds of men. It has been able to poison the springs of national life, to change and degrade national ideals, to minister to a monstrous vanity and egotism. Education, applied with persistence and pedantic pertinacity, is the most formidable instrument in the modern world for the control of conduct and the moulding of purpose. We have seen also that the application of science to industry and commerce can enormously develop the markets of a nation and increase its wealth. Technical and industrial education is a necessity if a country is to hold its own in world competition. Nothing but the best product sold and pushed in the most effective way can win a world market. This best product can be secured only by the best management and the most skilled labour, and these once more are linked with education. We have accepted as one of the aims of the war the making of the world safe for democracy. We believe that this on the whole is the noblest and safest form of government. But we equally realize that if the world is to be safe *under* democracy, then democracy must be intelligent. Of all forms of government, democracy can least afford to neglect universal education.

Especial Value of Children

All educationalists, indeed all thoughtful people, have long since recognized that the most effective service to the State can be rendered through the education and care of the young. Early formation is better than later re-formation. Prevention is better than cure. It is easier to train the child aright than to restore the adult. The age of the "Rights of Man" was succeeded by the age of the "Rights of Woman." Now we are living in the age of the "Rights of Children." Chief among their rights is the right to a sound education. But the appalling losses of our choice young men in these recent years have further enhanced the value of the present generation of children. War and influenza between them, so writes the medical correspondent of the *London Times,* have accounted for the deaths of 18,000,000 young men throughout the world. The children of to-day deserve special educational care, both because of their added obligations through the passing of so many of the world's young manhood and because of the altered world into which they will grow up. The State must therefore discharge its duty to the full, no matter what the cost, towards the conservation of the child. This means not only the preservation of life, but the best use of life and the fullest development of native gifts.

Broader Meaning of Education

We construe education to mean more than the impartation of knowledge and the training of the mind. Its broad scope covers bodily health and fitness, mental culture, devotion of spirit and social efficiency. The German educationalists thought of civilization in terms of intellect; the British in terms of character. Which ideal is the safe and worthier, history has already pronounced. Efficiency in itself is no more moral than lightning. From what motive does it spring? To what aim is it directed? The proper place of efficiency is as the servant of a moral ideal. Apart from such an ideal, efficiency may be an evil and wicked instrument which in the end works woeful disaster. In the early stages of the war, the organized efficiency of Germany, brutal and immoral, was hammering at the

doors of humane civilization and had almost beaten them down. But the free peoples held the enemy until their moral ideals could evoke their own efficiency and form of organization. When this was accomplished, the end was in sight.

Our educational activities to-day must serve various purposes. They will cultivate the mind by liberal studies and aim to produce a trained intelligence. They will inculcate moral and patriotic ideals. They will also seek in some degree to prepare the pupil for his life work. His training will be both practical and theoretical.

Educational Activities of the Year

There have been many disturbing influences upon the work of the year. War conditions called for all available labour. Boys went from school to work on the farms. Academic standing was granted for this kind of national service. These agricultural permits have ceased with the cessation of hostilities. The influenza also worked havoc with schools over the whole Province. In order to give teachers and pupils more time to prepare for the necessary summer examinations, the date for such examinations has been moved forward two weeks. Examiners will doubtless, in the setting and the reading of papers, bear in mind the distracting conditions of the year.

The following table shows the number of schools, teachers and pupils in the Province, and suggests how great is the volume of the work carried on, how vitally important and how complex it is.

—	No. of Schools	Teachers	Pupils
High Schools and Collegiate Institutes	162	1,051	29,097
Continuation Schools	137	241	5,104
Public Schools	6,103	11,274	457,616
Separate Schools	548	1,488	70,048
Totals	6,950	14,054	561,865

In recent years the total Legislative grants for elementary and secondary education have been as follows:

1912-13	$1,912,880	1915-16	$2,020,075
1913-14	1,996,892	1916-17	2,225,804
1914-15	2,012,165		

The amount expended on education yearly increases. This is inevitable and desirable in a growing and progressive Province. The people are willingly spending larger sums on education, believing that it is the best investment they can make.

A gratifying feature is the rapid extension of the teaching of agriculture in our schools. This has been aided by the Federal subvention for agricultural education; at the present time, however, the Province is spending much more on this teaching out of its own funds than it is spending out of the Dominion grant. In 1911 there were 33 Public and Separate Schools qualifying for grants, on account of agricultural teaching. In 1918 there were 1,020. Five hundred and eighty-eight had school gardens and 432 home gardens. The number of High Schools taking agriculture in 1915 was 11; in 1918, 28. Four High Schools have regular and complete agricultural departments. All the Normal Schools (the sources of teacher supply for the rural schools) have, during the

last two years, materially developed their courses in agriculture and enlarged the area devoted to school gardens. The proposed erection of plant laboratories in connection with each Normal School will further facilitate agricultural teaching. Teachers of primary and secondary schools and Inspectors take summer courses in agriculture at Guelph in the Ontario Agricultural College. In 1911 the total attendance was 100, in 1918 it reached 447 and many could not be accommodated. For this summer's course, Guelph will be used to its limit, and in addition the Whitby Ladies' College will be rented to accommodate about 100 teachers. The object of this specialized education is to link the teaching in the rural schools especially, with the life and work of the farm. This object is being steadily attained. The Director of Elementary Agricultural Education, Dr. J. B. Dandeno, has published a "Manual of Elementary Agriculture" which has received warm appreciation from authorities both in Canada and in the United States. Dr. H. W. Foght, the specialist in Rural School Practice in the Bureau of Education at Washington, has written these words in acknowledgment of Dr. Dandeno's book: "I only wish that the average American state was as far along in making agriculture in all its small rural schools as practicable as you are making it in Ontario. Our trouble is this, that we either make so much of our agriculture or that we neglect it entirely. Thus in the larger consolidated schools it is very nicely worked out indeed, but in the one-teacher schools we are doing next to nothing. There you are ahead of us."

A cognate development is that of manual training and household science, under the direction of Inspector Leake. There are 90 manual training centres and 80 household science centres in the urban schools. Each of these centres gives instruction to about 250 pupils a week. This work is also being developed in rural schools, in spite of difficulties due to limited accommodation and resources. The Department offers substantial grants to assist rural school boards to purchase equipment, and equipments have been designed which take up but little space in a one-room school. To assist teachers in this work, Mr. Leake has issued a most helpful manual containing lessons on the care of the home, sewing, cooking, household science without school equipment and the organization and management of the hot school lunch. The rapid extension of the hot lunch in rural schools is a feature of the year. The manual training affords a skill of hand and an application of theoretical knowledge which are of real educational value.

Music and art are seen to be no longer mere adjuncts to education. They are channels for self-expression. They train the imagination. They open the eye to the beautiful in nature.

A notable feature in connection with technical education has been the opening of the new Industrial and Technical School in London. Well-built, well-equipped, it will stand as a model for similar institutions in urban centres. There is a quickened interest in industrial and technical education in most of the manufacturing cities and towns in the Province. On all hands inquiries are being made and plans formed for the erection of Industrial and Technical Schools or departments. In order to cope with the rapidly increasing work of this branch of Education, the Director of Industrial and Technical Education, Dr. Merchant, is being relieved of his duties as Inspector of Normal Schools. He will give his whole time to the Technical department and will be assisted by field assistants, who will organize the work of Industrial and Technical Schools in the various cities and towns and will prepare such courses of study and work as will best meet the needs of the particular locality. A new Director of Teacher Training will be appointed.

The Rural School

Movements of population from Europe to this continent, from Eastern Canada to Western, from the country to the city, have created difficult educational problems. In particular, the problem of the rural school has become serious. Those who live in rural sections are as eager as those who live in urban centres to secure the best educational facilities for their children. How can this best be effected? There is probably no one infallible method. But the most helpful plan yet devised is the consolidation of sections. The Consolidated School has proved successful in some of the western provinces and American states. We are seeking in Ontario to provide the fullest facilities for those sections which desire to consolidate. We shall give financial assistance toward the school and toward the all-important factor of the conveyance of pupils. All consolidations will be voluntary and must be duly approved by this Department. Better roads, increased means of rapid transportation, wider distribution of electric power will make life in the country more attractive than ever. There will be more of community spirit. Such a Consolidated School, with its assembly hall, should become the local community centre; and with its graded classes, better teachers, larger numbers, higher average of attendance, and advanced courses, it would bring the advantages of a High School education almost to the doors of the boys and girls on the farm. Perhaps no one educational step would solve more rural problems than would the Consolidated School.

There will, however, probably be many places where the one-room school is still a necessity. In any event the salary of the rural teacher is a factor in efficient teaching. The salaries of rural teachers have increased considerably in the last twelve years; but there is still room for improvement. It is our aim to stimulate an upward movement in salaries by further grants, given directly for salaries and on the basis of the amount paid by the locality. This method has produced good results in the past, and may be counted on to do as well in the future. The Consolidated School and the increased salary for the teacher will go far to solve the problem of the rural school. The School Inspectors must make a survey of the situation in their respective inspectorates so that the people may know clearly what they are doing and that there be no overlapping or neglect of districts.

Another method that may prove advantageous to the rural schools is the sending of specialists in various departments on tour among the schools. It is not only possible to bring pupils to a central school; but it may well be desirable to bring specialist teachers to local schools.

It will undoubtedly be in many cases an advantage to have a larger administrative school area than the section. Consolidation would bring such larger area. The law at present provides for the formation of Township Boards of Trustees. This may prove the best method of facilitating consolidation. The township would not be an area too large for the retention of local interest and responsibility.

Still another factor in the solution of the rural school problem will be selection of women as trustees. This will be possible by legislation to be passed at the present session of Parliament. The presence of women on rural school boards will mean much for the brightening of school buildings and improved care for the children.

Industrial and Technical Schools

One of the most interesting and important of the reports which follow is that dealing with technical education. The Province has one of the best Indus-

trial and Technical Schools Acts in the world. It is based on the experience of many countries, but it is specially adapted to our Provincial needs. These schools are an integral part of our system. They are designed to provide a further type of specialized secondary school, analogous to the regular High School, the Commercial High School and the Agricultural High School. They are more than trade schools. They combine the elements of a good general secondary education with special technical training. We believe that such institutions should teach good citizenship as well as good workmanship and that the trained intelligence is as vital as technical skill. It is probable that the next great educational advance in our Province will be along the line of this specialized secondary school for our adolescents. The Act had just come into operation before the war put a restriction on all undertakings of an expensive character. Now this development will be resumed with keenest zest. The law already provides the machinery necessary for the erection and maintenance of these schools. The initiative in securing a school lies with the municipality where it is to be situated. The financial element has heretofore been the greatest difficulty in the way of advance. The Province has made larger grants to this class of schools than to any other. The legislative grants for technical education have been as follows:

1912-13	$126,527	1915-16	$113,260
1913-14	136,309	1916-17	137,332
1914-15	133,126		

These sums are, of course, in addition to the amounts spent by the municipalities. But still greater aid will be necessary if rapid and needed development is to take place. The Dominion Government has promised to give substantial aid to technical education. On the basis of work done and money expended, Ontario's share in any Federal Grant would be considerable. Then the money needed would be available. Each Technical and Industrial School would be the product of the joint contribution of the Dominion, the Province and the municipality. A rapid establishment of these schools in industrial centres may be looked for as soon as the financial aid is forthcoming.

These schools will not be rivals of the High Schools, but parallels to them. They will provide the necessary further education for the vast majority of boys and girls who after leaving the elementary schools do not go forward to professions but enter business and industry. The proper kind of education is as necessary for those who become business men and workers as for those who become professional men.

The Commercial Departments in our High Schools are already furnishing direct vocational training.

Raising the School Age

This provision of specialized and varied secondary schools is bound up with the question of the school age. It is increasingly recognized that, no matter what modifications may be made in the courses of study in elementary schools, it is impossible to teach under the age of 14 all that a boy or girl ought to learn for effective citizenship or for a life work. The attempt to do this has led to the charge of overloading the course. Over the whole English-speaking world this question of raising the school age is being discussed. The principle has already been accepted in the Adolescent School Act of this Province; but the principle has not yet been applied. From various industrial centres, where Technical Schools are likely to be established, comes the demand for compulsory adolescent

attendance. This question is ably discussed in Dr. Merchant's Report. In all likelihood the next step forward in urban centres of a certain size will be along the line of compulsory adolescent attendance, either whole time or part time, as circumstances require. The necessary accommodation, the specialized schools and the proper teachers must be provided, before such compulsory attendance could wisely be enforced. But things are moving rapidly in this direction. The rural situation is somewhat different; yet the Consolidated School may be the solution of this problem in the country. Only by further education can Canadians be fitted to compete successfully in the world markets of the future.

School Attendance

Constant effort is needed to secure the highest possible attendance of children under the age of 14. A new school attendance Act will seek to provide more adequately for the enforcement of school attendance. A Provincial Officer will be appointed to supervise the carrying out of the Act. School Attendance Officers should be appointed to cover the work in every part of the Province.

Health of the Children

The physical condition of pupils has much to do with the progress of their studies. If they are strong in body, they are more likely to be strong in mind. The fit body means increased power. Increased attention is being given by school authorities to the ventilation and sanitary condition of buildings. The advent of women on school boards will give a fresh impetus to this consideration. In every school there should be some provision for physical training. The cadet movement has played a great part in this development.

Many of the larger urban municipalities have made provision, as the law requires, for the medical and dental inspection of the children. During this current year, a medical and dental inspection will be made by this Department, working in conjunction with the Women's Institutes, more particularly in the smaller urban and the rural sections. Much of the Province can be covered even in one year. The result will be that we shall know the actual facts of the situation and those in charge of this work will succeed in the establishment of regular inspection in many localities. Local boards readily respond when the needs and advantages of this physical inspection and subsequent treatment are presented to them. We may well expect a great extension of this care for the physical welfare of the children in our schools. The physician, the dentist, the nurse will be looked on as educational factors almost as important as the teacher. In the future a real relationship will be established between home conditions, school conditions and work conditions. Neither at home nor in school nor at work must children and growing youth be subjected to conditions which impair the body and starve the soul.

Courses of Study

These are at present under careful consideration, with a view to revision, in the direction of simplification, thoroughness and interest. This applies to the courses in the elementary, secondary and Normal Schools. The text books in various subjects will be revised. Present contracts are expiring, and the changes wrought by the war call for fresh treatment of many subjects. Some lightening of the work in elementary grammar, arithmetic, and geography will leave room and time for more attention to reading, writing, spelling, literature, as well as to history—the great vehicle of patriotic instruction—morals and pre-vocational sub-

jects. The importance of the direct and indirect inculcation of sound moral and patriotic ideals cannot be overestimated. During the war, special manuals on the war and the great issues involved have been prepared and used in the schools. The children of Ontario have been well taught the essential principles of the struggle, the part Canada has played, and the meaning of the British Empire to the whole world.

The Teachers

The teacher after all holds the key to the educational citadel. On his or her personality largely depends the training of the child. Everything that tends to raise the status of the teaching profession makes directly for the improvement of education. On the teachers is being thrown to-day a burden which should be borne also by the other educational factors of the community—the home, the church, and the press. Heroically the teachers are seeking to respond to every good demand that is made upon them. They cannot teach well if they are in low spirits. Their task makes special drains on the nerves and on the very soul. They give *themselves* if they teach well. Salaries commensurate with their services, and their public recognition by the community as a most honourable profession, will increase their teaching power. The grants made by this Department are directly designed to encourage the payment of higher salaries. This Department will do all within its power to improve the remuneration and the status of the teaching profession.

Regulations are necessary in a great system like ours. Only so can a multitude be turned into an educational army. But rules and regulations are meant to help and not to hinder the development, the personality, the initiative, the resourcefulness of the individual teacher. Text books, in the same way, are meant to be instruments, and not tyrannical masters. The teacher who is a real power will be a teacher of the spirit and not of the letter. Our Normal and Model Schools and Faculties of Education are crucial in our system. As is their spirit, so largely will be the spirit of the whole teaching body. Their courses of study will probably be better adjusted to meet the demands of the situation.

Every opportunity will be afforded to returned soldiers to continue or to begin their work of preparation for the teaching profession.

The Inspectors

Under our system, the Public and Separate School Inspectors occupy a position of pivotal importance. They, more than any other factors in the educational problem, can help or hinder. The work of an Inspector or Superintendent is not the work of a super-detective or a mere recorder of the observance of regulations. He is not primarily appointed to fill in reports. That is part of his work, but not the chief part. He is to be the helper, the counsellor, the inspirer, the encourager of the teachers under his care. He is to show them how to teach better. If he is not in close and sympathetic touch with the work of the elementary school, if he never teaches a lesson in the school himself, then he is not a true Superintendent. He is the real eye of the educational system. He should be always on the lookout for possible development in his inspectorate. He will have a large field in connection with school consolidations, in seeing that adequate salaries are paid, in maintaining school attendance, in furthering the teaching of agriculture, manual training and household science. There is a widespread feeling that Inspectors would do their work more efficiently if they were appointed and paid by the Department. If that condition came about, the

various detailed qualifications now prescribed for Inspectors' certificates could be omitted, and appointments could be freely made from among those men, who by adequate educational training, experience of teaching, and force of character are best qualified to be educational leaders. This would be centralization at a point where centralization is necessary for efficiency; but it could then be safely accompanied by a diminution of detailed regulations and increased local responsibility. In England and Scotland, the central authority appoints the Inspectors, and then allows very considerable latitude to local authorities. In our Provincial system, so far as industrial and technical courses are concerned, the widest liberty is given to the local board to devise such as are best adapted to serve the needs of the particular community. Both centralization and decentralization are needed in our system.

The Trustees

Trustees as the elected custodians of educational interests in each locality are clothed with much power under our system. Their opportunities to help the teachers and the school are boundless. They are the link which should bind the teachers to the whole community. Women as trustees can render a special service in this respect. It will be the ambition of the efficient and conscientious trustee to secure the best teacher available, to pay the best salary possible, to have the best equipped school building, to be the personal friend of teachers and scholars. In connection with the payment of teachers' salaries it might be suggested that monthly payments would be of great practical help to many teachers.

Public Libraries

The public library is developing into a powerful teaching agency. It continues education into the adult stage. It may be used by teachers and others as a means of popular educational extension work in the community. The new idea in the public library of to-day is the aggressive idea. The public library tries to get the right book to the right reader at the right time. It invites the community to read, and to read the best literature. The notable features of the modern public library in Ontario are the children's department, where the story hour is a feature, and the emphasis placed on the reference service, i.e., the library as a bureau of information.

Ontario has 408 public libraries—in proportion to population the largest number of any country, state or province in the world. Yet more than a million of the people of the Province have not access to a public library. Some of our public libraries are equal in efficiency to the best in any country, but most of them can be lifted in quality and efficiency. The grants from this Department have made possible the increase in the number of libraries. The greatest need is a development in the standard of service rendered by libraries. To accomplish this, the expert staff of the Library department is being increased and librarians' schools are being held in various parts of the Province. The Public Libraries Act is being recast with a view to making it possible for municipalities to make larger grants to libraries and with a view to devising better facilities for a free library system in the rural districts. The Consolidated School will again prove its value as becoming a centre of library work.

Personal Services

To my predecessor in this office, the Hon. Dr. Pyne, I would pay a tribute of sincere respect. His tenure of this office was marked by certain real advances

in educational policy. Grants from the Department were increased on condition of schools providing better equipment and higher salaries; teachers' salaries steadily rose; the standard of teachers' certificates was elevated; cheaper text books were provided; industrial and technical education was launched; and the Teachers' Superannuation Fund was established.

The Deputy Minister, Dr. Colquhoun, is one of the most efficient servants of the country. His sympathy with teachers, his accurate knowledge of the school situation in the whole Province and his unfailing courtesy make him an invaluable administrator.

The veteran Superintendent, Dr. John Seath, who has been in ill-health a great part of the year, has just passed away. He was the most outstanding figure in connection with the Provincial Educational System, a man of fearlessness and force, whose energies were wholly devoted to what he believed to be the best interests of the schools.

Ontario's Educational Ambition

This Province has a historic system of education. It was a pioneer in educational organization and extended the benefits of free elementary teaching to every child in the community. It is Ontario's ambition to keep her traditional position of primacy in all *sane* educational advance. The achievements of Canadian soldiers—half of whom came from this Province—bear witness to the high standard of intelligence among the youth of our land. Our aim is to keep this standard high—to train up a generation strong in body, disciplined in mind, skilled in hand, honest and reverent in soul—worthy citizens of this fair land. "Education," as Mr. H. A. L. Fisher has well said, "is the eternal debt which maturity owes to youth." We are seeking to pay this debt as generously as we can. For who can estimate the capacity and influence of a nation of thoroughly well educated, well disciplined, men and women!

Respectfully submitted,

H. J. Cody,
Minister of Education.

March 19th, 1919.

APPENDIX A

REPORT OF THE CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS

To the Honourable H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit, herewith, my report upon the Elementary Schools throughout the Province. The information is derived in part from the annual and special reports of the Public and Separate School Inspectors.

During the past year a good deal of attention has been devoted to three subjects:—

1st. The Consolidation of Rural Schools.

2nd. Medical and Dental Inspection.

3rd. A better and more effective means of putting into operation the requirements of the Truancy Act.

Consolidation of Schools

During the past summer and autumn meetings have been held at various points dealing with the subject of the Consolidation of Schools and the special conditions affecting the Province of Ontario in this regard. It was pointed out that there are three different types of Consolidated Schools:—

1st. Consolidation in the wealthier districts of Ontario for the purpose of uniting two or more vigorous rural schools to create a centre at which the pupils in attendance will be offered the advantages of some degree of secondary education and of special training in agriculture, manual training, and household science.

2nd. Consolidation in the poorer districts of Ontario for the purpose of uniting several weak rural schools under one or more teachers to secure economy and efficiency in educational administration.

3rd. Consolidation of a whole township in the newer districts of Ontario for the purpose of collecting children from a sparsely scattered area at one central school.

It is clear that the first type of school, conducted under consolidation, will cost from 30 to 40 per cent. more than under the present organization, at any rate, for the period during which the debentures for the new school plant are current.

Last September a circular letter was sent to all the rural school Inspectors, asking them to state what they believed to be the attitude of the general public towards consolidation. They were also asked to indicate local centres where consolidation would be in the interests of education. The answers returned show that the Inspectors are practically unanimous as to the desirability of establishing consolidated schools. In most cases they indicate localities where immediate consolidation would be feasible.

The attitude of the public, in the various inspectoral divisions, towards the proposal may be inferred from the following comments:—

"The present attitude of the public may be best described as one of inquiry. It is certain that there is very much more interest in the subject than there was a few years ago. Many of the more intelligent people are giving the matter a good deal of attention and are coming to regard it with more favour."

"The majority are opposed to consolidation for the reason that they do not understand its advantages and think the cost is beyond their reach."

"The attitude of the ratepayers is largely apathetic, and, unless the matter is skilfully presented, would become strongly opposed to any change in the present system."

"The greater part of the opposition could be overcome if the Government could offer substantial assistance in carrying out the experiment."

"If a vote of the people were to be taken at the present time there would be an overwhelming majority against consolidation, but it is certain that thoughtful men are beginning to favour the idea, and it is equally certain that, if an educational campaign were entered upon, meetings held, and the proper financial basis presented to the ratepayers, the consolidation idea would find more and more favour.

"Generally, the people of this county are sympathetic to the consolidation of public schools. This is particularly true of our leading farmers. Our population is largely rural, with essentially rural problems, and consolidation is needed in order that Secondary and Agricultural education may be given to our young people. We have an excellent High school at ————, but its graduates rarely return to the farm."

The principal objections reported are:—

1st. "An aversion to any interference with local independence, and sometimes an unwillingness to get away from the old system."

2nd. "Fearful of its cost and of the feasibility of transportation of pupils."

3rd. "The only objection against consolidation is the condition of the roads in winter and also in the early spring and late fall."

4th. "Our schools are too costly and of too recent date to hope that the people would now think of abandoning them."

On the whole the outlook for consolidation is favourable. The prospect of financial assistance from the Government, the educational propaganda being carried on by the Inspectors and others, the successful working of the system in neighbouring provinces and states, the changing social and economic conditions in rural districts, and the good sense of the people themselves, are all operating in favour of the movement for the consolidation of schools.

On the other hand, it must be carefully borne in mind that there are many districts in this Province where consolidation is either impracticable or unnecessary; and that grave disappointments may be the result of ill-considered plans for bringing it into operation.

The Inspectors in the Northern districts of Ontario are of the opinion that, except in a few favoured localities, consolidation would not be feasible on account of sparseness of settlement, lack of good roads, great distances for transportation, and the increased financial outlay involved.

Medical and Dental Inspection

In the rural districts no advantage has been taken of the Regulations for Medical and Dental Inspection, except in the counties of Peel and Lincoln. For over a year these Counties have each been employing a doctor and a nurse, appointed by the Department of Agriculture and acting under its authority. In Peel County, parents of children operated upon contributed a portion of the expenses. The Lincoln County Council gave grants of money in 1917 and 1918 to help defray expenses. In Prince Edward County, the Township of Hillier employs and pays the local Medical Health Officer to inspect the schools of the township twice a year.

All the cities in the Province, so far as reported, have made some provision for carrying on the work. Port Arthur, Sault Ste. Marie, and Windsor employ Medical

Inspectors. The Port Arthur officer is appointed by the City Council, which pays half his salary, the other half being paid by the Board of Education. The Sault Ste. Marie and Windsor officers are under the control of, and are paid by, the Board of Education. Brantford employs a dental officer who gives half his time to the schools. All the cities and a number of the large towns employ school nurses at salaries ranging from $550.00 to $1,000.00 per annum.

Truancy Act

The reported attendance of pupils in the schools of the Province indicates that further advances must be made before conditions can be regarded as entirely satisfactory. A comparison of the enrolment of the schools per annum and the average daily attendance in each seems, however, to have suggested to those unfamiliar with the conditions, certain wholly erroneous conclusions. In making any estimate based upon these figures, it is necessary to take into account certain factors. These are:—

1st. The moving of families from one school centre to another, so frequent especially in the industrial centres of the Province, which increases the enrolment and diminishes the average.

2nd. The computation of school averages against the number of legal teaching days, rather than against the number of days the school has been kept open.

3rd. Listing as full year pupils those who enter in the spring or fall, and those who leave at the close of the school year in June, e.g., successful High School Entrance candidates.

In estimating the effectiveness of the present Act, it must be remembered, too, that during the winter season and portions of the spring and fall, there are certain parts of the Province of Ontario where the schools are inaccessible by reason of weather conditions or the condition of the roads. The harvesting of small fruits in June and of the root crops in the early fall has also tended under war conditions to diminish the school attendance.

Practically all the cities and towns and a number of incorporated villages have truant officers, appointed in most cases by the Municipal Councils concerned. In the smaller towns and villages, the Chief of Police usually performs this duty.

In rural districts the Act is not, as a rule, effectively administered. The chief reasons for this are (1) the neglect of many township Councils to appoint and pay a truant officer, and (2) the unwillingness of local trustee boards to assume the responsibility of appointing a local officer through fear of creating ill feeling in the section.

Four counties are thoroughly organized for the carrying out of the Truancy Act. One of these has not only a county officer, but also township and urban officers. In these counties the Act is well administered.

The following quotations from Reports received need no comment:—

"Every municipality in this inspectorate, rural and urban, has appointed a truant officer. These officers have been faithful in the discharge of their duties."

"In the rural sections it seems to be impossible to get a responsible and reliable man who will accept the office or who will perform its duties if he accepts. The more sparsely settled a township is, the greater the difficulty."

"A few of the objections raised to the working of the present Act, are:—

1st. The appointment of officers is permissive with Councils.

2nd. Few local men will accept the office.

3rd. The Act does not state by whom the officers are to be paid.

4th. The Truancy Act would be more effective if it were obligatory on the part of Township Councils to appoint and pay the truant officers."

Inspection

The Districts of Northern Ontario have been reorganized, and two additional districts added to those previously set up. It is hoped that this redistribution will meet the growing needs of Northern Ontario and enable education to keep pace with the rapid material development of this area.

I am pleased to report that Mr. W. I. Chisholm, M.A., formerly a teacher in the Peterborough Normal School, who had previously served with distinction as a Public School Inspector in the County of Bruce, and who had been the representative for several years of the inspectoral body on the Educational Council, was appointed Assistant Chief Inspector on July 1st, 1918. His good judgment, ability and energy have been of invaluable service in carrying on the work of the office and in enlarging its sphere of usefulness.

It is with infinite regret that I have to record the death of Mr. J. W. Forrester, Public School Inspector for the County of Dundas. Mr. Forrester's devotion and talents were rapidly bringing him into the front rank, and his loss to education in the Province is difficult to estimate. Inspector Forrester has been replaced by Inspector H. B. Fetterly.

Mr. Clarke Moses, Public School Inspector for the County of Haldimand, after many years of useful service, resigned his position at the close of the calendar year. Inspector Moses has been replaced by Inspector J. L. Mitchener.

Since my last report the city of Toronto has lost the valuable and esteemed services of Inspectors W. F. Chapman and E. W. Bruce. They have been replaced by Inspectors N. S. Macdonald and Walter Bryce.

I have the honour to be,

Sir,

Your obedient servant,

JNO. WAUGH,

Chief Inspector of Public and Separate Schools.

Toronto, Jan. 28th, 1919.

APPENDIX B

REPORT OF THE DIRECTOR OF INDUSTRIAL AND TECHNICAL EDUCATION

To the Honourable H. J. Cody, M.A., D.D., LL.D.,

Minister of Education for Ontario.

Sir,—

I have the honour to submit herewith my Annual Report on Industrial and Technical Schools.

I have the honour to be, Sir,

Your obedient servant,

F. W. Merchant,

Toronto, February 8th, 1919.

Increase in Attendance at Night Schools

The statistical tables at the end of this report show a gratifying increase in the attendance at night schools. The increase is particularly marked in the schools at Chatham, Ottawa, Owen Sound, Pembroke, St. Catharines, Stratford, Toronto, Windsor, and Woodstock. While a constant increase in attendance has been maintained from year to year throughout the war, the increase, as was to be expected, was confined chiefly to the classes for women. The enrolment this year indicates a larger increase in men. Of a total increase of 1,316 for the academic year 1917-18, 749 were men and 567 women.

New Night Schools

New night schools were organized during the autumn at Almonte, Belleville, and North Bay. The Belleville Advisory Committee offers instruction in a wide range of subjects. Almonte is an important textile centre with four large woollen mills. The classes which have been organized are intended to meet more particularly the needs of those who are engaged in the textile industry. The classes at North Bay also have a very direct relation to local needs. North Bay is a railroad centre, and the apprentices from the railway shops constitute an important part of the attendance. They receive instruction in shop mathematics, applied mechanics, machine drawing and design. Classes for instruction in women's industries are formed in each of the new schools.

Nationalities of the Students in Attendance at Night Schools

The figures from year to year show a gradual change in the nationalities of those in attendance. In the early years of the night schools, from 60 per cent. to 70 per cent. of the attendance was made up of young men and women from the British Isles, and the proportion of Canadians was low. This was to be accounted for by the fact that night schools had been a recognized part of the educational system in Great Britain for many years, and workers continued in Canada a prac-

tice which was common in the Old Land of using these schools for improving their educational equipment. A gradual change is taking place and Canadians are acquiring the habit of attending night schools. Of the total attendance in 1917-18, 66.28 per cent. were Canadian born, 25.39 per cent. from the British Isles, and 8.32 per cent. from other countries.

Subjects of Instruction in Night Schools

The table giving the number of pupils in the various branches of instruction shows a somewhat marked difference in the character of the subjects taken by men and by women. Men in the industries apparently need most the elements of a general education and the theoretical subjects related to their occupations. The women, on the other hand, chiefly attend classes for practical subjects. The academic subject in greatest demand by men is arithmetic; then follow in order, English composition, reading and literature, shop mathematics, mechanical drawing, electricity, algebra and geometry, etc. Of the practical subjects for men, the largest enrolment is in automobile mechanics; the second in order is in steam and gas engines and power plant operation; and the third, in machine shop and forge shop work. Of the women's subjects, the greatest demand is for sewing and dressmaking; 2,925 pupils were enrolled in the dressmaking class during the year. Next to dressmaking, cooking is the most popular of the subjects for women. The table shows that 2,369 were enrolled in this department. About half as many received instruction in millinery.

Characteristic Features of the Ontario Type of Day Industrial and Technical Schools

The Ontario type of day industrial and technical schools has certain distinctive features which mark it out, on the one hand, from similar types of schools organized in other countries, and, on the other, from other types of schools within the Province.

The chief feature which distinguishes it from schools of the type in other countries is the stress which it places upon the essentials of a general education. The training demanded in English, mathematics, and science is the equivalent of that given in any of our High Schools. While less importance may be attached to the phases of mathematics and science that have a remote application, the courses include all that is essential to a complete understanding of the principles to be applied. This attention to the academic side of an education has been deliberately adopted after due consideration. A survey of the needs of the industries has made it abundantly clear that the lack of a general education is as frequently the cause of the failure of a worker to secure advancement as the lack of specialized knowledge or skill. Furthermore, the importance of developing well-informed and intelligent citizens should be as clearly recognized as that of the training of efficient workers.

The principle of organization of the day industrial school assumes that the ends I have mentioned are not necessarily contradictory and that both can be realized through a course of training which emphasizes the practical, but, at the same time, makes adequate provision for the broader requirements of a sound general education. There is a necessity for emphasizing this fact at the present time, because I find that an impression appears to have got abroad that these schools are in a very narrow sense trade preparatory schools and that a pupil who is considering the question of the selection of a school must choose between a general education as provided for in our High Schools and Collegiate Institutes and a narrow intensive course for an industrial employment. This is a mistake. Both ends may be reached through attendance at a day industrial school of the Ontario type.

The feature which distinguishes the day industrial schools from our other secondary schools is the attention given to practical training for industrial employments.

A pupil of Fourth Form standing in the Public Schools is not in a position to choose wisely an industrial vocation. Accordingly, the main purpose in the practical work for the first two years in the course of the day industrial school is to furnish a variety in experience which will serve as a basis for an intelligent choice of an industrial vocation. At this stage, no effort is made to give any direct instruction for a particular trade, but as far as possible, the courses, especially in mathematics and mechanical drawing, are selected because the subjects treated are of fundamental value in a variety of industrial employments. The pupil who drops out of school at the end of the second year's course but does not select an industrial employment has lost no time, because he is equipped with a good practical education which will be of value to him in any pursuit.

Where a four years' course is established, the advanced classes, as a rule, take specialized training for certain particular vocations. The chief distinction between the industrial and technical courses is made in the curriculum for the third and the fourth years. The industrial courses give attention to the requirements of trades, while the technical courses are especially adapted for those who are preparing for positions in which specialized knowledge of a technical character is required. No trade class, directly intended to take in full the place of apprenticeship, has been established in the Province.

Progress in Development of Day Industrial and Technical Schools

The day industrial and technical schools have now become firmly established as a part of the Provincial system of education. Substantial progress has been made in the development of these schools during the year. A new full-time day technical department has been established in connection with the High School at Sault Ste Marie. The part-time system, which has been in operation for several years in this school, is maintained. The statistical tables show a material increase in attendance in the other schools.

But it is too early even to begin to grow satisfied with what has been accomplished. The field for the day industrial or technical school is just beginning to be occupied. When we consider that at least 40 per cent. of the boys who are passing through the Public Schools in the urban centres of the Province become engaged in some form of industrial employment, and that the urgent demand of the industries is for a better educational equipment for workers, we begin to recognize the necessity for a very much fuller development of this type of school. The beginning which has been made has but shown the open door of opportunity.

But in discussing this question, industrial should not be confounded with vocational education. The attendance at day industrial and technical schools is by no means a measure of what the Province is doing in the way of adapting secondary education to meet vocational needs, because the commercial departments in our High Schools and Collegiate Institutes are essentially vocational schools. In fact, when proportionately as large an attendance is enrolled in industrial and technical schools and departments as is now registered in the commercial classes, we shall be approaching a solution of the problem of providing industrial training for the youth of the Province.

It is of interest to note that the organization for industrial and technical education is beginning to meet more nearly the needs of the situation in outlying centres of population than in any of our larger urban centres. Take Haileybury as

an example. In this town about 70 per cent. of the boys who have passed through the High Schools in late years have found employment in some form of the mining industries. At present, about 60 per cent. of the boys in attendance at the High School are enrolled in the mining department. The number of boys in attendance at the mining department of the Sudbury High School also bears a close relation to the number entering the industry.

The Development of the Courses of Study in the Day and Night Industrial and Technical Schools

The courses of study, on both the theoretical and the practical side, are, more or less, in a formative condition. The Department of Education does not, as in the case of the Public Schools and the High Schools, prescribe set courses. The members of the various staffs are expected to study industrial requirements and to develop courses which will meet the special needs of their classes.

The chief difficulties in securing satisfactory courses arise from the fact that the teachers who have been trained along professional and academic lines have usually an inadequate conception of industrial problems, and practical men in the industries, who have been in the habit of regarding their work solely from the standpoint of production, find difficulty in organizing it for the purpose of effective teaching.

The difficulties mentioned cannot be overcome at once. The academic teachers who have charge of the theoretical work are being encouraged to make a careful survey of the practical side of their courses in industrial establishments and to adapt their instruction, especially in mathematics and in science, to the more particular requirements of industries. The practical men in the trades who have taken up the work of teaching are required in our teacher-training classes to analyze their jobs and to arrange the elements with a view of presenting them in logical order to pupils.

We have been sending out, from time to time, in the form of circular letters to Principals, suggestive outlines of courses in such subjects as machine drawing, shop mathematics, and sheet-metal work. We have been assured that these have been of value, especially to teachers who are beginners. We hope to extend this practice; but it is evident that courses never can be absolutely standardized.

Studies of Industries and Employments—Provisions for a Closer Co-ordination of Schools and Industries

In order to perfect plans for bringing about a closer co-ordination of schools and industries, there is a necessity at the present time for a detailed study of industrial occupations with a view of determining with greater exactness the forms of education necessary for promoting industries and fitting men and women for employments. Ontario has a great variety of industries of a more or less specialized class, and schools which have been organized in accordance with types found in other countries are not completely meeting our needs. Moreover, the war has caused disturbed industrial conditions, and a special study of the situation is needed in order to provide the organization necessary for reconstruction. Provision has been made by the Department of Education for such an extension of the office staff as will make it possible to begin such a study.

This study will cover the general industrial and technical educational requirements of the men and women engaged in important industries and trades, such as the mining industry, the textile industry, the pulp and paper industry, the steel industry, the building trades, etc., with a view of making constructive recommendations regarding the organization of education to provide better trained workers for

these industries and trades. It will also include a survey of the industrial establishments in the more important industrial centres with the purpose, first, of finding out the nature of the employments and the character of the training that those employed require for improvement and advancement; and, second, of conferring with the employees, studying their individual needs, and guiding them into suitable courses of study.

Teacher-Training and the Certification of Teachers

The regulations governing the qualifications and certification of vocational teachers for day and night industrial and technical schools have been amended with a view of attracting a larger number of those who have been trained in the industries to take up permanently the work of teaching and of encouraging them to fit themselves for this vocation. The Department of Education now grants interim certificates, to be made permanent at the end of a period of successful teaching, to candidates who have had approved technical training or trade experience and who have taken approved teacher-training courses.

To enable teachers to qualify under these regulations evening teacher-training classes have been opened up in Toronto, Hamilton, and London. A large number of the teachers engaged in the schools in these cities are registered for a two years' course. The course of training includes instruction in the general principles of education, with their application to technical and trade subjects, the analysis of trade operations and requirements, the construction of suitable courses of study, the development of lesson plans, and exercises in practical teaching with criticisms.

Although the effort is being made in this way to secure a body of well-trained permanent teachers, the intention is not to restrict local boards in engaging temporarily practical men and women as teachers of vocational subjects. Temporary certificates will be granted freely to those who have approved technical training or trade experience and who can furnish evidence of possessing the essentials of a fair English education. These certificates are granted on the application of a board of trustees to the Department.

Progress in Providing Buildings and Equipment

Possibly the best evidence of permanent advance in the organization of industrial and technical education in the Province is the activity of municipalities in providing buildings and equipment for industrial and technical education. Satisfactory progress has been made in this direction during the present year.

The London Board of Education has just opened one of the best buildings of its kind on the continent. It is especially adapted to meet the needs of a community of the size of London.

The class-rooms, laboratories, and shops are arranged along the outside walls. The lighting is effected by groups of large windows on one side only, in accordance with the established practice in school buildings. The class-rooms are entered from spacious corridors at the inner sides.

The workshops include a machine shop, a general wood-working shop, and shops for plumbing and sanitary engineering, electrical construction, gasoline engines and auto mechanics, building construction, printing, tailoring, and work-rooms for all departments of women's work, including power machinery operating, dressmaking, millinery, embroidery, and housekeeping.

There are laboratories for chemistry, general physics, electricity, and dynamo and motor testing. These laboratories are complete in all their appointments.

The plan provides for a large auditorium, a gymnasium, and a swimming pool, but owing to the necessity for war-time economy, they are not included in the present building. Provision is made in the construction for carrying out the completed scheme at a later date.

I would advise all who are thinking of building or of improving their present accommodations to visit this school.

A mining building to furnish accommodation for the practical work of the mining students of the Haileybury High School was completed in September. It is a two-storey structure of brick and steel, sixty feet by thirty-five feet, standing in the school grounds. Besides a very complete milling plant, it contains an assay laboratory, a chemical laboratory, a woodworking shop, and a machine shop.

The mill is a continuous, small-unit plant and is so well designed that it would be difficult to improve upon it for purposes of teaching and of making commercial tests on a variety of ores. Its equipment includes the most approved appliances for crushing, amalgamating, concentrating, and cyaniding, and the lay-out is such that the continuous treatment of an ore by any desired combination of these may be readily effected.

The mill is designed for a capacity of one ton a day. The equipment consists of the following: Blake crusher, rolls, trommel, three-stamp battery with amalgamating plate, Dorr classifier, tube-mill; jigs, Wilfley table, Deister table, Callow flotation plant, sand leaching plant, Dorr thickener, slime agitation tanks, Oliver filter, filter press, zinc boxes, zinc dust precipitation plant, and the necessary pumps, storage vats, etc. All the machinery is electrically driven.

In addition, there is an equipment of miniature apparatus for small tests: jig, concentrating table, flotation machine, agitator, etc.

The importance that the mining men of the district attach to the training of the boys along mining lines has been amply demonstrated. A very considerable part of the equipment of the mill was donated by mining companies of Cobalt and by the manufacturers; the designing of the plant and the installation of the machinery were closely supervised by Messrs. F. D. Reid, J. J. Denny, and M. F. Fairlie; and a large part of the work of erecting the machinery was carried out by expert workmen whose services could ill be spared from the mines at the time.

The Ottawa Board has in course of erection a large building as an annex to the present technical school. It will provide for laboratories and for a number of additional shops. When this building is completed, the Ottawa Technical School will have an adequate equipment for all departments of work.

The city of Hamilton has purchased a new site and has entered upon an extensive plan for the building of a new technical school to consist of a central building for administration, connected with a number of semi-detached units. One of the units is in process of construction.

Resignation of the Assistant Director

The Provincial staffs have suffered a decided loss in the resignation of the Assistant Director, Mr. G. J. MacKay. He has taken an important part during the last two years in organizing and improving the industrial and technical schools. To him, in great measure, is due the credit for the recent developments in the night-school system and for establishing on a solid basis the mining departments of the High Schools at Haileybury and Sudbury. But Mr. MacKay's services are not to be lost to the wider movement for technical education in the Province. He resigned his position to accept the chair of metallurgy in the Faculty of Applied Science at Queen's University.

Reconstruction and Education

Men in every department of life are discussing plans for after-war reconstruction. The discussions bear upon every phase of national interest and activity. Of all the plans proposed, there is not a single one which does not depend upon human purpose, intelligence, and judgment for its conception and value, and upon the application of human knowledge, skill, and integrity for its realization. Now purpose, knowledge, intelligence, judgment, skill, and integrity are not bestowed upon us in fixed quantities. Their sources are to be found in the possibilities for development latent in the capacities of the children born to the nation, and the measure available will depend upon the character and the extent of the development of these capacities. We are beginning to realize, therefore, that the most fundamental of all problems of reconstruction is the educational problem. Hence it is that educational aims, means, and results are receiving everywhere careful examination.

Some Educational Problems in Reconstruction

The discussions are being concerned with every department of elementary, secondary, and higher education, and recommendations, more or less radical, are being proposed. A careful survey of all these discussions shows that, while many plans are being proposed for the improvement of elementary and secondary schools and for the advancement of University education, especially along research lines, there is a singular unanimity in laying special stress on the necessities for the universal training of the youth during the period of adolescence and for laying emphasis in that training upon two main factors, first upon the development of the essential elements of sound character, and, second, upon a broad and liberal training for a life career in some useful vocation.

We have had the most striking proof in the world's history of the necessity for the union of these two factors in national character. We have seen the possibility of combining efficiency with debased moral standards; but we have seen also that high ideals and effective achievements are not necessarily the accompaniments of inefficiency.

Necessity for Training During the Period of Adolescence

Rightly or wrongly, the schools are being looked to, on the one hand, for the development of the character of the youth and, on the other, for a training in efficiency. If the schools are to accept the responsibility, the possibilities and limitations should be clearly recognized, and the conditions of attendance and organization should be such as to make it possible to realize these ends.

The elementary school has an important function to play in character formation, because the tendency to conceive and to realize ends begins with the spontaneity of the infant in the kindergarten and is nurtured by intelligent and sympathetic methods in dealing at every stage with every question, exercise, and problem presented to the learner; the teacher who throws his pupil during the earlier stages on his own responsibility, and leads him to work from interest and motive, is laying the foundation for a purposeful life. Yet if the child's schooling closes at the end of the elementary school period, the chief opportunity for character direction is lost to the school, because the significant aims and purposes of life do not begin to take shape until the youth enters upon the period of adolescence. If the school is to be held responsible in a large measure for the development of national character, it follows that it must take an important part in guiding and controlling the youth during this critical and formative period.

On the efficiency side, too, the training given in an elementary school cannot be said to be sufficient, whether the question is regarded from the standpoint of the academic training necessary as a basis of civic intelligence or from the standpoint of an adequate educational equipment for useful service in a commercial, agricultural, or industrial vocation. This statement is not to be construed as a reflection on elementary school systems; much of what has been demanded of the elementary schools in this and other countries cannot be realized in any system, however perfect, within the present age limitations of compulsory attendance. Most of the criticisms levelled at the elementary schools have resulted from a failure to realize the actual possibilities of education within this period, and many of the mistakes in school organization, especially in the line of congesting courses of study, have been made in the endeavour to modify school conditions to meet such criticisms.

These considerations have turned the minds of those who are looking to education as a means for moral and social advancement to the importance of utilizing much more fully the period between fourteen and eighteen years of age for the training of the youth. Attention has been drawn particularly to what secondary schools have accomplished for the very small fraction of the youth of the country who have been fortunate enough to continue their education in such institutions. The necessity for making some form of advanced training more universal is becoming very generally realized in all countries.

Plans for Extending Period of Education

How shall the period of education be extended for all children? This is probably the leading educational problem that the progress of the times is forcing upon the attention of educators and administrators. Several solutions have been proposed and a variety of experiments have been undertaken. Roughly speaking, these solutions and experiments fall into two classes, first, voluntary plans; second, compulsory schemes for extending the period of full-time or part-time schooling beyond present limitations. Naturally, voluntary plans were the first to be tried. By giving a deeper interest to school studies it has been sought to induce a larger proportion of children to extend their education. The efforts have been directed mainly along two lines. The curriculum of the elementary school has been enriched by connecting the traditional subjects in a more vital way with typical forms of life's activities, and an appeal has been made to the natural impulse of the youth for a life career, in the organization of a new type of school, which is intended to bridge the gulf between the elementary schools and employments. In these two ways, by vitalizing the curriculum of the elementary schools and by the organization of vocational schools, the effort has been made to extend the period of education for an increased number of children. But, these plans have been found to be exceedingly slow in their operation. They may raise by a few points the percentage of attendance at secondary schools, but as a means of reversing the figures and changing the eighty or ninety per cent. of non-attendance to a corresponding percentage of attendance at advanced classes, they must be regarded as a failure.

The causes which lead children to drop out of school at the early stages continue to operate in spite of the attractions of more interesting courses of study. The necessity for earning a livelihood is forced upon a number of children at an early age, and possibly the natural desire for an adventure into the life of the adult and for the independence which employment gives causes even a larger number to leave school than economic pressure. These causes are effective even when distaste for school is removed.

It is now very generally conceded that the only adequate means of carrying out any comprehensive scheme for the further extension of general education is through some form of compulsory legislation. Legislation of this kind either has been adopted or is being considered by educational administrators in most countries where advanced systems are established.

Provision in Ontario for Compulsory School Attendance of Adolescents

Ontario was among the first of the British communities to accept the principle of compulsion. The Adolescent School Attendance Act, which provides for local option in compulsory attendance, was passed in 1912 and amended in 1916. As yet, no municipality has adopted and enforced the Act. A single municipality appears to be loath to accept the responsibility for a radical change in policy and to provide the necessary school accommodation for the increased attendance. The same conditions appear in other countries where similar permissive legislation has been adopted. As far as I am aware, Boston, Mass., is the only municipality that has taken advantage of and enforced effectually a permissive law.

But this much, at any rate, has been accomplished in Ontario: the question of compulsory attendance has been brought prominently before Boards of Education, and it has been receiving careful consideration in many parts of the Province. The passing of the Fisher Bill in England has stimulated discussion. As an evidence of the awakened interest in this subject, we are receiving in the office constant inquiries regarding the provisions of the Fisher Bill and of compulsory legislation in other countries. To furnish a general answer to such inquiries, I submit the following summaries of the legislation bearing on this subject in Great Britain and the United States. I omit the provisions of the Ontario Adolescent School Attendance Act, because a copy of this Act can be secured from the Department of Education at any time. It is published in Schools Acts and Amendments of 1916. The facts regarding the United States have, in the main, been reprinted from a summary, published in Bulletin No. 19, issued by the Federal Board for Vocational Education, Washington.

Provision for Compulsory Attendance in England. The Fisher Bill

The provisions of the Fisher Bill, in so far as they relate to compulsory attendance at schools, may be summarized as follows:

The bill provides for compulsory full-time education of all pupils to fourteen years of age. The period may be extended by a local board to fifteen years by passing a by-law for this purpose, and such a board has power to grant exemptions for pupils between fourteen and fifteen years of age.

No child under twelve years of age may be employed in any capacity. A child over twelve years of age may not be employed on any day on which he is required to attend school before the close of school hours, nor before 6 a.m. or after 8 p.m.

Youths between fourteen and eighteen years of age shall attend continuation schools during the daytime for three hundred and twenty hours a year; that is, eight hours a week for forty weeks. But any young person who is above the age of sixteen years and either (*a*) has passed the matriculation examination of a university of the United Kingdom or an examination recognized by the Board of Education, which corresponds to our Department of Education, as equivalent thereto; or (*b*) is shown to the satisfaction of the local education authority to have been up to the age of sixteen under full-time instruction in a school recognized by the Board of

Education as efficient, or under suitable and efficient full-time instruction in some other manner, shall be exempt from the obligation to attend continuation schools under the Act.

It is provided that (*a*) the obligation to attend continuation schools shall not, within a period of seven years from the appointed day on which the provisions of the law come into force, apply to young persons between the ages of sixteen and eighteen, nor after that period to any young person who has attained the age of sixteen before the expiration of that period; and (*b*) during the like period, if the local education authority so resolve, the number of hours for which a young person may be required to attend continuation schools in any year shall be two hundred and eighty instead of three hundred and twenty.

Employers may be required to suspend a pupil's employment, not only during the period for which he is required to attend school, but also for such additional time, not exceeding two hours, as is necessary to place the pupil in a fit mental and physical condition to receive the full benefit from attendance at school.

A part of the education provided in continuation schools must consist of physical instruction.

A fine of five shillings may be imposed upon a young person who fails to attend a continuation school, and a fine, not exceeding two pounds, may be imposed upon a parent who attempts to evade the Act.

Local educational authorities, either separately, or in co-operation with other local educational authorities, are required to establish and maintain free continuation schools with suitable courses of instruction and physical training, but all plans must be submitted to the Board of Education for approval. This Board has final supervision.

Scotch Education Act of 1918

The Scotch Education Act of 1918 fixes the limit of compulsory full-time attendance of children at elementary schools at fifteen years.

The Act provides that every education authority shall, after due inquiry and consultation with persons concerned in local crafts and industries, and with due regard to local circumstances generally, prepare and submit for the approval of the Department a scheme or schemes for the part-time instruction in continuation classes of all young persons, within the education area of the authority, who may under the Act be required to attend such classes.

Every education authority shall prepare and submit for the approval of the Department under this section, (1) within one year after the appointed day a scheme applicable to young persons under the age of sixteen years; and (2) as soon thereafter as the Department may require a scheme or schemes applicable to young persons of any age greater than sixteen but not exceeding eighteen years.

Every such scheme shall provide for, (1) instruction in the English language and literature, and in such other parts of a general education as may be deemed desirable: (2) special instruction conducive to the efficiency of young persons in the employment in which they are engaged or propose to be engaged; and (3) instruction in physical exercises adapted to age and physique.

The instruction given in continuation classes under any such scheme shall amount for each young person to an aggregate of at least three hundred and twenty hours of attendance in each year distributed as regards times and seasons as may best suit the circumstances of each locality.

The obligation to attend continuation classes under any such scheme shall not apply to any young persons who (1) are in full-time attendance at a recognized

primary, intermediate, or secondary school; or (2) are shown to the satisfaction of the education authority to be receiving suitable and efficient instruction in some other manner; or, (3) have been in full-time attendance at a recognized intermediate or secondary school until the close of the school session in which they have attained the age of seventeen years and are certified by the school authorities to have completed the post-intermediate course; or (4) have attained the age of seventeen years and are shown to the satisfaction of the education authority to have completed a course of instruction equivalent in value to the post-intermediate course.

The obligation to attend continuation classes under any such scheme shall not, within a period of three years from the appointed day on which the provisions of the law come into force, apply to young persons between the ages of sixteen and eighteen, nor after such period to any young person who has attained the age of sixteen before the expiration of that period.

Whenever a scheme has been approved by the Department, the education authority shall, in such manner as the Department may by order prescribe, require every young person to whom the obligation to attend continuation classes under such scheme applies to attend with due regularity for instruction in accordance with the scheme at such times and places as the education authority may appoint.

Every employer of labour shall afford to every young person in his employment any opportunity necessary for attendance at continuation classes in accordance with the requirements of the education authority.

Minnesota Compulsory Attendance Law

Every child between eight and sixteen years of age shall attend a public school or a private school, in each year during the entire time the public schools of the district in which the child resides are in session; provided, that in districts where the entire term of school is of unequal length in different schools such child shall be required to attend school as herein provided during at least the entire time of the shorter term.

Such child may be excused from attendance upon an application of his parent, guardian, or other person having control of such child, to any member of the school board, truant officer, principal, or city superintendent, for the whole or any part of such period, by the school board of the district in which the child resides, upon its being shown to the satisfaction of such board:

1. That such child's bodily or mental condition is such as to prevent his attendance at school or application to study for the period required: or

2. That such child has already completed the studies ordinarily required in the eighth grade; or

3. That there is no public school within reasonable distance of his residence, or that conditions of weather and travel make it impossible for the child to attend: provided, first, that any child fourteen years of age or over, whose help may be required in any permitted occupation in or about the home of his parent or guardian may be excused from attendance between April 1st and November 1st in any year; but this proviso shall not apply to any cities of the first and second class; provided, second, that nothing in this Act shall be construed to prevent a child from being absent from school on such days as said child attends upon instruction according to the ordinances of some church.

The clerk, or any authorized officer of the school board, shall issue and keep a record of such excuses, under such rules as the board may from time to time establish.

Wisconsin Compulsory Attendance Law

In 1911 Wisconsin passed a law making it compulsory for all employed children between the ages of fourteen and sixteen to attend a part-time school one-half day a week. The 1916 report shows that this law has been modified so that all children between seven and fourteen years of age and between fourteen and sixteen, when not employed, must attend the all-day school; but that children between fourteen and sixteen who are regularly employed and who are living within two miles of a town school, or within the corporate limits of any city or village, and who are physically fit for such work, must attend the part-time school, if one is provided. The law further specifies that when twenty-five persons qualified to attend such instruction shall file a petition for such a school, the local board must establish the same, the courses to be approved by the State superintendent of education and by the State board of industrial education, and to be, like the other forms of industrial education, State aided. The Bray Act of 1917, while not modifying any of the above statements, has changed the hours of attendance and increased the age limit to seventeen years, so that at present pupils between fourteen and seventeen, must either attend an all-day school or else be regularly employed and in attendance upon a continuation school for eight hours per week for eight months of the year. It is provided also that permit pupils between the ages of sixteen and seventeen in part-time schools shall devote one-half of their time to practical work and one-half to related subjects and citizenship training; and it is further provided that only indentured apprentices and work-permit pupils between the ages of fourteen and eighteen years may be excused for any permanent employment.

Pennsylvania Compulsory Attendance Law

The State of Pennsylvania in 1915 passed the Cox Child Labour Act, which established continuation schools to extend general education and to give vocational and civic intelligence. These schools are for pupils between fourteen and sixteen years of age having work permits, with the exception of those in farm and domestic service. The law provides that these schools shall be established by school districts if more than twenty minors eligible to such schools are living in the district. The school session is the same number of weeks as that of the common school, and pupils may attend eight hours for one day per week or four hours each two days per week, or two hours each four days per week, or they may attend continuously, the total number of hours being eight times the number of weeks the common school is in session. These schools must be approved by the State superintendent of public instruction and be part of the free public school system. Furthermore, an employer may establish such a school in his plant for his own men, and attendance at such a school will be accepted by the law.

The general continuation school developed under this Act has a typical course which divides the time as follows: forty per cent. to academic subjects, thirty per cent. to fixed vocational subjects common to many industries, and thirty per cent. to variable vocational subjects. Abnormal labour conditions make figures useless, but the report of 1916 gave one hundred school districts with thirty-six thousand pupils in attendance upon part-time continuation schools.

Massachusetts Compulsory Attendance Law

The State of Massachusetts, by legislation enacted in 1911 and amended in 1913, provides that the school committee in any city or town may establish continuation schools for pupils between the ages of fourteen and sixteen who are

employed at least six hours a day, and they may establish these schools in the city or town where the children are living or in the city or town in which the children are employed. It is to be noted in this connection that the board may, not must, establish such schools, thus leaving the initiative with the board. Moreover, Massachusetts provides that the local board may, with the consent of the State board, compel attendance upon these schools of all children between the ages of fourteen and sixteen receiving certificates after the establishment of the school, provided they are not otherwise receiving equivalent instruction. Here again Massachusetts avoids State compulsion. The schools are to be in session not less than four hours per week, between eight o'clock in the morning and six o'clock in the afternoon; they are to be reckoned as part of the lawful working day, and the State pays half the net maintenance cost. Up to the present time Boston is the only city which has adopted compulsory continuation school attendance.

New York Compulsory Attendance Law

The State of New York, by legislation enacted in 1910 and amended in 1913, compels all children between seven and fourteen, or in towns of less than five thousand population, between eight and fourteen to attend a full-time school for one hundred and sixty days a year as a minimum. Children between fourteen and sixteen must do the same unless regularly employed with a work certificate. In such cases, in cities of the first and second class, these children must attend evening school for six hours a week for sixteen weeks if they have not completed the full elementary public school course. The law provides, further, that pupils between fourteen and sixteen when employed on certificate in any city or district where part-time and continuation schools have been established, and who are not graduates of the elementary school or its equivalent, may be compelled by the board of education to attend continuation school instruction for thirty-six weeks in the year, not less than four, nor more than eight hours a week, and between the hours of 8 a.m. and 5 p.m. This condition frees the pupils from the evening school requirement, and they are to present a certificate of attendance issued monthly. It is to be noted that the law leaves it with the board of education to determine whether such schools shall be established or not, and whether or not the attendance shall be compulsory.

Indiana Compulsory Attendance Law

The Indiana State law of 1916 provides that part-time classes for industrial, agricultural, and domestic science subjects may be established. The instruction must be complementary to day employment. Attendance is limited to persons over fourteen and under twenty-five years of age. When part-time classes are established, boards shall require attendance of youths between fourteen and sixteen years of age. Attendance must not be less than five hours per week between 8 a.m. and 5 p.m. So far as it has been possible to ascertain, a few classes are in operation under this law, including one for girls in South Bend.

Ohio Compulsory Attendance Law

The State of Ohio by legislation enacted in 1913 provides that boards of education may establish part-time schools to be attended by youths over fifteen and under sixteen years of age who are regularly employed. When such part-time schools have been established, attendance is mandatory. The instruction shall not exceed eight hours per week, and shall be given between 8 a.m. and 5 p.m. The Acts relative to child labour, restrictive employment, and hours of labour, are supplementary to this law in that State.

Questions to be Considered in Extending the Period of Compulsory Attendance

A study of the provisions of the laws I have outlined and of their operation suggests certain important questions that must be taken into account in considering any modifications of our requirements for the school attendance of adolescents and indicates the steps that have been taken to settle them. The remaining sections of this report refer to some of these questions.

The Responsibility for Initiative in Compulsory Systems

The English law, the Scotch law, and the laws of Pennsylvania and Minnesota provide for real compulsion; attendance at schools is fixed arbitrarily by the State and is independent of local initiative or control. In Massachusetts and New York, as in Ontario, responsibility for initiative is placed upon local boards. In Wisconsin, Indiana, and Ohio, compulsory attendance is conditioned upon the establishment of continuation schools; where schools are established, attendance is compulsory. In Indiana and Ohio, the organization of such schools is dependent upon local initiative, but in Wisconsin, if twenty-five persons qualified to attend, petition for a school, it must be established by a local board and, when established, attendance is compulsory upon all within the age limits.

Part-time or Full-time Education

The question as to whether compulsory laws should provide for full-time or part-time training has been very fully discussed and those who have given the subject consideration are divided in opinion, but the tendency is towards the approval of part-time systems. It will be observed that Minnesota is the only one of the States named which makes no provision for part-time schools. In this State the period of education for all has been extended from fourteen to sixteen under conditions which are somewhat elastic. The laws which provide for part-time education in England, Scotland, and in New York also include provisions for the extension of full-time education. In England, the extension of the full-time period is from thirteen to fourteen; in Scotland, from fourteen to fifteen; in New York, from fourteen to sixteen for children not employed on work certificates.

Methods of Enforcing Compulsory Attendance Laws

There are three general methods adopted for securing the observance of the compulsory attendance laws.

The first plan places the responsibility for attendance on the child and prescribes a penalty upon him for absenting himself from school without a satisfactory reason. The law imposes a fine in England upon the pupil as well as upon the parent; in Wisconsin, it is possible to arrest an absentee and to bring a charge of vagrancy against him.

The second plan places the responsibility for attendance of children on the parents and provides for fines, or imprisonment, or both, for parents who fail to send their children to school in accordance with the direction of the law. Provisions of this character are found in most compulsory laws.

A third plan makes it a criminal offence for any employer to give employment to a child within the age limits for compulsory attendance, except under the conditions provided by law.

Certain laws make provision for combinations of these plans for enforcement. A combination of the second and the third plans, which throws the responsibility on both the home and the employer, is the most common.

The satisfactory working of these schemes is dependent upon very close co-operation between school authorities and employers. Such co-operation is usually maintained through some scheme for the issuing of employment certificates or permits to workers who are compelled to attend part-time courses. For example, in Pennsylvania, a certificate is issued by the school authorities to the employer for the minor and not to the minor himself. In fact, the certificate never becomes the property of the minor. The employer must keep such certificates on file and accessible to attendance officers.

Types of Schools Needed to Carry Out Compulsory Education Provisions

This is a question in which school boards are very directly concerned, because wherever compulsory education is enacted, local authorities are expected to provide school accommodation and to establish courses of study.

The variety of attainments, requirements, and occupations of those brought into schools by the application of a compulsory attendance law necessitates the organization of schools and classes of varied types.

These types may be roughly divided into the following classes:

1. Classes for continuing general education:

One of the surprises of the application of compulsory laws has been the large number of young people found who needed the rudiments of an elementary education. With this class, most of the time must be directed to a training in the elementary subjects of the Public School course of study. This training is specially needed in centres where there is a proportionately large foreign element in the population.

It is found advisable also to devote a very large share of the school time of children between fourteen and sixteen to the subjects of a general education, even in the case of pupils who have had a fairly satisfactory Public School education. Real vocational training with children of this grade is, as a usual thing, not possible, because but a small fraction of the youth at this stage have fixed upon a vocation.

2. Commercial and trade preparatory classes:

A fairly large number of children in attendance at part-time compulsory schools are engaged in dead-end occupations that have but little or no promise for the future, and one of the functions which the compulsory continuation school has taken upon itself has been the preparation of such persons for a career in a more satisfactory calling. The classes organized for this purpose are necessarily of a vocational character. To take an example, on a visit to the Milwaukee Continuation School I was taken to a class in baking and I had an opportunity of talking with the boys. There were twenty in all. None were engaged in the baking business when at work out of school. Some were errand boys, some messengers, others cleaners, and so on; all were engaged in "blind alley" occupations. They were doing good work in the baking class. They told me that they liked the trade and expected to follow it when they left school. The Milwaukee system provides similar classes in a wide range of industrial and commercial occupations.

3. Commercial and trade extension classes:

The purpose of such classes is to supplement and to amplify the instruction which those engaged in a vocation are receiving from day to day in their employments. As a usual thing, the instruction is concerned with the more theoretical departments of the requirements of a vocation, while the practical side of the work is acquired in the shops. This type of school has been very popular. The reasons are apparent; the pupils appreciate the relationship of instruction to work.

It is understood that, while these may be regarded as types of schools and classes, the forms of instruction cannot be rigidly classified. For example, most systems provide, both in preparatory and extension courses, for a fairly wide range of what may be termed purely academic education, and all systems stress the importance of a training for citizenship. The English law is somewhat unique in the stress which it places on the importance of physical education and the necessity for conserving the vitality of the nation.

Necessity for Making Preparation in Advance for the Operation of a Compulsory Continuation School Law

The bringing into operation of a compulsory part-time system naturally disturbs the established order of employments, especially in commercial and industrial concerns. The absence from work at intervals of the young persons subject to the law upsets the ordinary routine of office or shop organization. But it is surprising how quickly establishments adjust themselves to conditions under a flexible system. In Pennsylvania, for example, during the first months of the operation of the law, most industries had provided satisfactory working arrangements. In a few cases firms refused to endeavour to conform to the law and threatened to dispense entirely with juvenile labour, but this disorganization was only temporary. The young workers were continued in their employments and time schedules were adjusted to meet the requirements of the Child Labour Law.

One of the chief conditions which has interfered with the successful operation of a compulsory continuation school law has been the inadequate accommodations provided for carrying on satisfactory courses. In fact, the work is still handicapped in such cities as Boston and Milwaukee, where laws have been in operation for several years. In each of these cities accommodation in the beginning was found for the classes by renting office flats in business centres of the city. On account of the variety in the types of the instruction to be given in compulsory continuation schools, the problem of providing accommodations for such schools differs materially from that of providing buildings and equipment for ordinary Public or High School education. Such schools should provide, as I have pointed out, for a fair measure of vocational, as well as for academic education, and the buildings and equipment should be adapted for this purpose. The centres of employment also affect the location of schools; in Boston, New York, and Philadelphia, the large departmental stores provide class rooms in their own buildings and the employees go from work to school without loss of time.

The facts I have mentioned show the necessity for making adequate preparation in advance for the application of a compulsory continuation school law. Where such provisions are not made, one of two results follows: either the law is not enforced and becomes eventually a dead letter or a host of children are taken from disorganized industries and handed over to school authorities who have made no provision for caring for their education. Both results are to be guarded against. The Fisher Bill provides adequately for such preparation. In fact, the suspension for a period of seven years of one of the important sections of the bill might almost appear to suggest indefinite postponement.

Criticisms of Part-time Systems

The criticisms of compulsory education have rarely, if ever, been directed against the principle of extending the education of the youth. They have had reference usually to the meagreness of the training which can be provided during short school periods at interrupted intervals. The answer to this objection made

by the advocates of the part-time principle was expressed by Mr. Fisher in his speech on August 10th, 1917, in introducing his Education Bill, when he said, "And here I may be asked whether the spell of eight hours a week, or 320 hours a year, is, in reality, sufficient to accomplish any substantial educational purpose, and why, the principle once admitted, a longer period has not been suggested. I need not say that on purely educational grounds I should have preferred a larger amount of instruction, even if that amount had been confined to the age between fourteen and sixteen, but, after careful consideration, I came to the conclusion that the practical obstacles were too great, that it would be difficult, if not impossible, for us to provide, in a reasonable length of time, the requisite supply of teachers of ability, that the scheme, if it is to be made accessible to the working people, would have to be supplemented by a very large expenditure in maintenance allowances and buildings, and that it would involve too great a disturbance of the juvenile labour market. At the same time, I should not like it to go abroad that I regard the period of eight hours a week either as ideal or as the necessary limit. I feel to the full the strength of the contention that young people, whatever may be their station in life, should primarily be regarded as subjects for education and not as parts of the industrial machine, and it may be that after the lapse of a few years it will become practicable, with the approval of Parliament, to extend the period of schooling in particular areas, or perhaps even for the whole juvenile population."

INDUSTRIAL, TECHNICAL
I. DAY
Statistics,

	Number of Teachers	Attendance						Number of whose head		
		Pupils on the roll for the year	New pupils admitted during the year	Boys on roll for the year	Girls on roll for the year	Days the school has been open	Average daily attendance for the year	Commerce	Agriculture	Law, medicine or the Church
1. Brantford Industrial School	5	9	6	9	.....	198	7	....	...	...
2. Chatham Industrial School	4	54	54	35	19	188	34	6	6	...
3. Haileybury, Mining Dep't of High School	5	19	8	19	.....	196	14	5	2	...
4. Hamilton Technical and Art School	21	453	164	323	130	200	420	47	9	4
5. Kingston, School of Navigation	4	11	.....	11	.....	30	8	....	...	...
6. London Industrial and Art School	8	94	68	55	39	193	58	....	...	...
7. Ottawa Technical School	15	397	397	55	342	213	55	21	2	9
8. Sault Ste. Marie, Technical Dep't of High School	1	6	6	6	.....	30	4	....	...	...
9. Sudbury, Mining Dep't of High School	3	19	7	19	.....	179	16	2	...	...
10. Toronto, Technical and Art School	64	2,581	1,830	1,516	1,065	188	1,408	365	35	75
11. Windsor Industrial School	2	31	31	17	14	187	24	9	...	1
Totals	132	3,674	2,571	2,065	1,609	....	2,048	455	54	89

AND ART SCHOOLS
SCHOOLS
1917-1918

Pupils from families is occupied as below					Destination of pupils											Accom-modat'n		Religious and other exercises				
Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	Commerce	Agriculture	Engineering professions	Mining or metallurgy	Draughting	Metal working trades	Printing or bookbinding	Industrial and applied arts	Photography, etc.	Housekeeping	Other occupations	Brick or stone school building	Size of the playground in acres	Schools using authorized Scripture readings	Schools using the Bible	Schools opened with prayer	Schools closed with prayer	Schools having commencement exercises
1..	6	3	....	....	...	...	...	...	2	3	...	...	...	...	...	B	3	....	1	1	...	....
2..	24	7	11	....	4	4	...	...	...	3	...	9	...	4	11	B	1	....	1	1	...	1
3..	3	....	9	....	1	...	...	8	...	...	...	...	...	...	...	B	5½	....	...	1	...	1
4 2	206	19	120	46	...	...	...	...	...	...	...	...	...	...	...	B	....	....	...	...	...	1
5..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...		....	....	...	...	...	....
6..	....	....	....	....	17	4	...	...	1	6	...	3	...	8	16	B	....	1	1	1	...	....
7 4	33	1	325	2	6	5	...	...	1	3	1	...	...	8	6	S	....	....	1	1	...	....
8..	....	....	....	....	...	...	...	...	...	...	...	...	...	...	...		....	....	...	...	...	....
9 1	4	7	4	1	...	...	3	1	...	...	...	...	...	...	...	B	5	....	...	1	...	1
10 6	233	72	283	142	...	...	...	...	...	...	...	...	...	...	...	S	3	....	1	1	...	1
11..	7	7	7	....	4	...	...	...	...	...	...	2	...	2	9	B	3.14	1	...	1	...	1
13	516	116	759	191	32	13	3	9	4	15	1	14	...	22	42	...	....	2	5	8	...	6

INDUSTRIAL, TECHNICAL

I. DAY SCHOOLS

Statistics,

Number of Pupils in the

—	English Literature	Reading	Composition and Spelling	Grammar	History and Civics	Geography	Bookkeeping for Industrial purposes	Arithmetic	Algebra	Geometry	Shop Mathematics
1 Brantford Industrial School	9	9	9	....	9	9	....	9	9	9	....
2 Chatham Industrial School	54	54	54	54	54	54	....	54	35	35	....
3 Haileybury, Mining Dpt. of High School	16	5	16	....	16	16	....	16	16	16	....
4 Hamilton Technical and Art School	269	269	269	269	269	269	....	163	78	17	40
5 Kingston, School of Navigation	....	....	....	....	....	....	....	....	....	....	....
6 London Industrial and Art School	94	94	94	94	94	94	55	94	42	42	55
7 Ottawa Technical School	59	59	59	59	59	59	....	59	43	43	43
8 Sault Ste. Marie, Technical Department of High School	....	....	....	....	....	....	....	....	....	....	6
9 Sudbury, Mining Dept. of High School	18	7	18	7	18	12	....	12	19	12	6
10 Toronto, Technical and Art School	1227	1086	1211	1080	1211	1080	1211	1211	813	813	656
11 Windsor Industrial School	31	31	31	31	31	31	....	31	17	....	....
Totals	1777	1614	1761	1594	1761	1624	1266	1649	1072	987	806

Number of Pupils in the Various

—	Steam and Gas Engines and Power Plants	Electrical Machinery and Wiring	Printing and Bookbinding	Automobile Mechanics	Elementary Drawing	Colour Study	Lettering	Industrial Design	Illustrating	Drawing and Painting from Antique	Drawing and Painting from Still Life	Drawing and Painting from Life
1 Brantford Industrial School	....	....	....	....	9	....	....	....	....	....	....	....
2 Chatham Industrial School	....	....	....	....	54	19	54	....	....	....	....	....
3 Haileybury, Mining Dpt. of High Schl	....	....	....	....	....	....	18	....	....	....	....	....
4 Hamilton Technical and Art School	....	....	33	....	204	....	....	....	....	12	....	....
5 Kingston, School of Navigation	....	....	....	....	....	....	....	....	....	....	....	....
6 London Industrial and Art School	....	....	....	....	....	....	....	....	....	....	....	....
7 Ottawa Technical School	....	26	....	....	16	16	16	16	16	....	16	....
8 Sault Ste. Marie, Technical Department of High School	....	....	....	....	....	....	6	....	....	....	....	....
9 Sudbury, Mining Dept. of High Schl	....	....	....	....	....	....	....	....	....	....	....	....
10 Toronto, Technical and Art School	90	30	235	164	43	83	91	196	163	108	108	60
11 Windsor Industrial School	....	....	....	....	14	14	....	....	....	....	....	....
Totals	90	56	268	164	340	132	185	212	179	120	124	60

AND ART SCHOOLS—Continued

—Concluded

1917-1918

Various Branches of Instruction

	Surveying and Mapping	General Physics	Electricity	Applied Mechanics	General Chemistry	Chemistry of the Trades and Industries	Metallurgy and Assaying	Mineralogy and Geology	Mechanical Drawing	Machine Drawing and Design	Architectural Drawing	Sheet Metal Drawing	Machine Shop Work	Forge Work	General Wood Working	Joinery and Cabinet Making	Pattern Making	Carpentry and Building Construction	Painting and Decorating	Plumbing
1	..	9	....	....	....	....	....	....	9	....	....	....	9	9	9	....	....	....	....	..
2	..	....	....	....	....	....	....	....	35	35	....	....	....	....	35	....	....	35	....	..
3	16	19	14	16	18	18	18	18	19	19	....	....	18	16	16	....	....	....	....	..
4	..	56	80	....	68	....	....	....	294	....	3	....	94	....	....	63	40	2	....	..
5	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..
6	..	55	55	....	....	....	....	....	55	55	....	....	....	....	55	....	....	....	....	..
7	..	43	26	....	....	....	....	....	55	....	43	....	....	....	71	71	....	....	....	..
8	..	....	....	....	....	....	....	....	6	....	....	....	....	....	....	....	....	....	....	..
9	7	5	6	6	19	7	7	17	11	11	....	....	....	....	....	....	....	....	....	..
10	..	1059	238	48	1195	83	....	16	627	82	82	341	180	98	418	27	219	48	10	16
11	..	17	....	....	....	....	....	....	17	....	....	....	....	....	17	....	....	....	....	..
	23	1263	419	70	1300	108	25	51	1128	202	128	341	301	123	621	161	259	89	10	16

Branches of Instruction.—Concluded

	Modelling	Pottery	History of Art	Cooking	Housekeeping	Home Economics	Home Nursing	Hygiene and Dietetics	Sewing and Dressmaking	Laundry	Millinery	Embroidery and Lace Making	French	German	Physical Culture	Latin	Welding	Motion Picture Operating	Trigonometry	Power Machine Operating
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	....	....	....	....	....
2	....	....	....	19	19	19	19	19	19	19	....	....	....	....	54	....	....	....	....	....
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	....	....	....	14	....
4	....	....	....	52	....	....	....	....	63	....	59	....	76	....	51	....	....	....	....	....
5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
6	....	....	....	39	39	39	39	39	39	39	39	39	24	....	94	....	....	....	....	....
7	....	....	....	250	16	16	....	16	67	16	44	....	16	....	59	....	....	....	....	....
8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	19	....	....	....	12	....
10	133	29	83	558	54	284	88	134	538	61	304	16	543	158	1211	93	28	37	213	11
11	....	....	....	14	14	14	14	14	14	....	....	....	14	....	31	....	....	....	....	....
	133	29	83	932	142	372	160	222	740	135	446	55	673	158	1544	93	28	37	239	11

INDUSTRIAL, TECHNICAL

II. NIGHT

Statistics,

		Number of Teachers	Attendance							
			Pupils on the roll for the year	New pupils admitted during the year	Boys and men on roll for the year	Girls and women on roll for the year	Pupils whose birthplace is Canada	Pupils whose birthplace is the British Isles	Pupils who were born in other countries	Nights the school has been open
1	Arnprior	2	46	39	.....	46	46	.....	.....	24
2	Brantford	19	314	.....	179	135	183	118	13	33
3	Brockville	11	129	64	56	73	103	23	3	48
4	Chatham	20	331	278	105	226	291	33	7	82
5	Cobourg	9	100	76	33	67	77	20	3	70
6	Collingwood	7	54	35	17	37	50	1	3	48
7	Coniston	5	53	53	53	.....	36	15	2	77
8	Cornwall	3	40	30	.....	40	38	1	1	31
9	Dundas	7	94	65	49	45	57	31	6	93
10	Fort William	12	151	118	91	60	63	35	53	40
11	Galt	9	186	144	65	121	93	81	12	316
12	Gananoque	6	102	102	27	75	.....	.....	.....	23
13	Goderich	3	120	114	.....	120	114	6	.....	186
14	Guelph	15	305	242	99	206	216	73	16	64
15	Hamilton	31	701	.....	447	254	331	294	76	71
16	Ingersoll	5	81	53	40	41	71	8	2	48
17	Kitchener	12	116	.....	24	92	101	6	9	51
18	London	28	761	623	405	356	515	195	51	.....
19	Newmarket	5	74	65	32	42	46	28	.....	50
20	Niagara Falls	8	218	186	100	118	126	71	21	118
21	Ottawa	40	1,617	993	432	1,185	1,334	217	66	138
22	Owen Sound	12	215	178	65	150	193	20	2	102
23	Parry Sound	6	64	60	39	25	40	13	11	50
24	Pembroke	14	180	75	68	112	166	8	6	91
25	Peterborough	11	222	176	115	107	154	59	9	91
26	Port Arthur	14	308	.....	150	158	203	50	55	41
27	Renfrew	5	113	72	36	77	97	12	4	78
28	Sault Ste. Marie	12	201	165	132	69	135	33	33	75
29	St. Catharines	8	290	272	60	230	159	107	24	106
30	Stratford	9	205	115	106	99	119	79	7	100
31	Thorold	7	79	58	51	28	37	29	13	43
32	Toronto	159	6,130	2,452	2,504	3,626	3,714	1,866	550	118
33	Welland	7	70	65	37	33	49	15	6	38
34	Whitby	6	69	46	9	60	49	15	5	140
35	Windsor	18	637	600	358	279	414	92	131	85
36	Woodstock	12	221	194	127	94	188	27	6	41
	Totals	557	14,597	7,808	6,111	8,486	9,608	3,681	1,206	.....

AND ART SCHOOLS—Continued

SCHOOLS

1917-1918

Occupations of pupils on entering school

	Chemical Industries	Sheet Metal Work	Machine Shop Work	Forge Work	Foundry Work	Leather Work	Cabinet Making and Joinery	Carpentry and Building Construction	Painting and Decorating	Plumbing	Power Plant Operating	Electrical Work	Printing or Bookbinding	Photography, etc.	Other Trades	Art and Design	Women at work in factories	Women at work in shops and stores	House Workers	Housekeepers	Other Occupations	Without Occupation
1	..	..	.....	..	..	..	..	....	..	....	..	....	....	..	.....	..	....	.....	....	....	....	....
2	1	3	50	5	5	3	14	8	3	2	5	12	3	..	3	1	41	14	40	3	93	5
3	..	..	23	..	11	..	7	....	..	....	..	....	3	..	12	..	15	21	7	25	5	....
4	..	..	.....	..	..	..	..	....	..	....	..	....	....	..	.....	..	....	.....	....	....	.....	....
5	..	..	.....	..	..	..	..	....	..	....	..	1	....	..	.....	..	....	3	4	28	55	9
6	..	..	.....	..	..	..	..	....	..	....	..	....	....	..	14	..	2	6	5	13	2	....
7	..	7	5	..	..	..	..	....	..	....	..	....	....	..	11	..	....	.....	....	....	.....	....
8	..	10	10	1	..	..	..	4	..	1	5	11	....	..	11	..	....	.....	....	....	.....	....
9	..	..	.....	..	..	..	..	....	..	....	..	....	....	..	.....	..	2	4	10	18	6	....
10	..	1	21	..	..	..	2	....	..	....	..	....	1	..	23	..	17	2	....	18	8	1
11	2	..	7	..	3	..	2	4	..	....	..	9	3	..	30	..	....	8	7	27	49	....
12	1	2	30	..	12	3	2	....	..	....	..	1	....	..	1	..	36	5	13	53	27	....
13	..	..	.....	..	..	..	..	....	..	....	..	....	....	..	.....	..	....	.....	....	....	....	....
14	..	..	.....	..	..	..	..	....	..	....	..	....	....	..	.....	..	6	5	42	41	26	....
15	..	..	23	..	3	..	2	4	..	1	..	3	1	1	8	..	54	7	93	2	98	5
16	..	..	109	3	2	..	2	7	4	22	..	22	35	..	215	2	55	92	12	....	30	89
17	..	..	22	..	..	..	2	....	..	....	..	....	....	..	16	..	16	.....	....	5	20	....
18	..	..	4	..	..	6	1	....	..	....	..	2	....	..	11	..	41	18	18	2	13	....
19	..	8	67	3	13	5	2	9	7	3	9	17	20	..	352	..	46	15	12	103	66	114
20	..	4	16	..	..	3	..	....	..	....	..	2	....	..	5	..	5	5	15	15	4	....
21	2	..	6	..	3	..	2	18	..	2	2	16	1	..	48	..	26	32	2	27	10	21
22	..	4	33	1	..	1	1	2	2	19	1	6	12	7	16	7	6	202	265	57	975	....
23	..	..	15	2	4	..	20	....	..	....	..	....	2	..	15	..	....	15	3	83	54	2
24	..	2	10	..	..	..	..	8	..	2	1	....	....	..	7	..	5	4	2	10	13	....
25	..	..	25	..	10	..	..	10	..	....	..	1	1	..	18	..	20	8	12	56	14	4
26	..	3	12	..	..	..	..	1	1	2	..	24	1	1	39	..	....	27	10	19	79	3
27	..	..	28	..	..	..	2	2	5	....	..	....	....	..	25	..	5	30	10	35	25	10
28	..	..	12	..	..	..	..	4	..	....	..	8	....	..	16	..	19	16	21	3	14	....
29	5	..	36	..	..	..	..	10	..	....	..	66	....	..	15	..	....	11	5	39	14	....
30	..	..	17	..	..	..	..	5	..	....	..	5	1	..	14	..	45	18	26	78	76	5
31	..	1	58	2	3	2	10	8	..	....	..	4	....	..	10	..	22	12	22	25	26	....
32	..	..	11	..	1	..	..	1	..	....	2	10	1	..	10	..	5	5	....	11	22	....
33	49	23	281	8	20	1	14	45	17	45	15	199	121	37	294	29	539	1,557	123	433	1,822	458
34	3	..	9	5	4	..	..	....	..	....	..	3	....	..	14	..	1	4	4	10	13	....
35	..	..	2	..	..	..	..	....	..	....	..	1	....	..	4	..	22	54	2	28	2	31
36	5	4	96	2	4	2	6	10	4	6	8	25	10	2	48	..	30	20	12	48	274	21
	2	9	12	..	..	..	6	11	2	....	7	....	2	..	42	..	10	13	5	37	49	14
	70	81	1,050	32	98	26	97	163	45	105	55	448	218	48	1,336	39	1091	2,233	802	1352	3,984	792

INDUSTRIAL, TECHNICAL,

II. NIGHT

Statistics

Number of Pupils in the various

—	English Literature	Reading	Composition and Spelling	Grammar	History and Civics	Geography	Bookkeeping for Industrial Purposes	Arithmetic	Algebra	Geometry	Trigonometry	Shop Mathematics
1 Arnprior	.....	.....	.....	.....	....	....	....	.....	....	....	....	.....
2 Brantford	47	47	47	47	....	....	....	47	....	....	....	19
3 Brockville	23	.....	23	23	....	....	....	23	1	1	....	23
4 Chatham	60	50	60	42	42	42	42	60	....	....	....	9
5 Cobourg	.....	.....	.....	.....	....	....	12	.....	....	....	....	.....
6 Collingwood	.....	.....	.....	.....	....	....	....	.....	....	....	....	17
7 Coniston	.....	.....	.....	.....	....	....	....	.....	....	....	....	52
8 Cornwall	.....	.....	.....	.....	....	....	....	.....	....	....	....	.....
9 Dundas	39	39	39	39	....	....	....	63	....	....	....	19
10 Fort William	.....	53	88	35	58	....	35	35	....	....	....	9
11 Galt	.....	.....	.....	.....	....	....	....	33	16	....	2	33
12 Gananoque	49	.....	49	49	....	....	....	49	....	....	....	12
13 Goderich	.....	.....	.....	.....	....	....	....	.....	....	....	....	.....
14 Guelph	.....	.....	20	20	....	....	....	.....	....	....	....	.....
15 Hamilton	.....	.....	33	33	....	....	....	184	184	184	184	184
16 Ingersoll	.....	.....	.....	.....	....	....	....	.....	....	....	....	26
17 Kitchener	.....	.....	.....	15	....	....	....	.....	....	....	....	21
18 London	188	188	188	188	188	188	188	188	....	....	....	37
19 Newmarket	25	25	25	.....	....	....	....	25	....	....	....	.....
20 Niagara Falls	.....	.....	.....	.....	....	....	20	.....	....	....	....	21
21 Ottawa	199	199	199	199	....	....	....	207	5	....	....	15
22 Owen Sound	.....	10	.....	.....	....	....	....	44	....	....	....	8
23 Parry Sound	.....	.....	17	.....	....	....	....	9	....	....	....	.....
24 Pembroke	36	36	36	.....	....	....	....	36	....	....	....	24
25 Peterborough	.....	.....	.....	.....	....	....	....	.....	....	....	....	62
26 Port Arthur	57	57	57	57	....	....	11	34	....	....	....	21
27 Renfrew	.....	.....	.....	.....	....	....	8	.....	....	....	....	.....
28 Sault Ste. Marie	.....	.....	.....	34	....	....	....	34	6	....	....	18
29 St. Catharines	19	19	19	19	....	....	....	.....	....	....	....	35
30 Stratford	.....	.....	30	.....	....	....	....	50	10	....	....	16
31 Thorold	.....	.....	9	.....	....	....	8	9	....	....	....	.....
32 Toronto	734	734	734	734	....	....	....	898	548	548	57	548
33 Welland	.....	14	14	.....	....	....	....	14	....	....	....	.....
34 Whitby	.....	.....	.....	.....	....	....	18	6	....	....	....	.....
35 Windsor	.....	34	95	.....	....	....	29	61	....	....	....	25
36 Woodstock	.....	.....	.....	.....	....	....	28	7	....	....	....	.....
Totals	1,476	1,505	1,782	1,534	288	230	399	2,116	770	733	243	1,254

AND ART SCHOOLS—Continued

SCHOOLS—Continued

1917-1918

Branches of Instruction

	Basketry	General Physics	Electricity	Applied Mechanics	General Chemistry	Chemistry of the Trades and Industries	Mineralogy and Chemistry	Mechanical Drawing	Machine Drawing and Design	Naval Architecture	Architectural Drawing	Sheet Metal Drawing	Machine Shop Work	Forge Work	Foundry Work	General Woodworking	Cabinet Making and Joinery	Wood Carving
1	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....
2	....	.....	34	....	....	....	....	27	....	....	9	3	11	24	....	24	.....	....
3	....	.....	11	....	....	11	....	6	....	....	....	....	....	....	....	24	.....	....
4	....	.....	.....	....	....	....	....	....	18	....	9	....	....	....	....	12	.....	....
5	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	...
6	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....
7	....	.....	.....	....	....	....	....	30	....	....	....	....	....	....	....	....	.....	....
8	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....
9	....	.....	7	19	....	....	....	19	19	....	....	....	....	....	....	....	.....	....
10	....	.....	9	10	20	2	....	10	10	....	....	....	....	....	....	....	.....	....
11	....	.....	13	....	....	....	....	33	....	....	....	....	....	....	....	13	.....	....
12	....	.....	.....	....	....	....	....	12	....	....	....	....	....	....	....	....	.....	....
13	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....
14	....	.....	23	....	....	....	....	9	....	....	....	....	21	....	....	13	.....	....
15	....	.....	52	....	....	....	....	127	....	....	17	....	56	....	....	39	39	....
16	....	.....	.....	....	....	....	....	26	....	....	....	....	....	....	....	13	.....	16
17	15	.....	23	....	24	....	....	15	....	....	....	....	....	....	....	....	.....	....
18	....	.....	71	....	....	....	....	111	....	....	....	4	102	102	102	....	72	35
19	....	.....	.....	....	....	....	....	15	....	....	....	....	....	....	....	....	.....	....
20	....	.....	28	....	....	....	....	21	....	....	21	....	....	....	....	....	.....	....
21	....	.....	29	....	12	....	....	41	41	....	23	2	....	....	....	....	105	....
22	....	.....	.....	....	....	....	....	12	....	....	....	....	....	....	....	26	.....	....
23	....	.....	.....	....	....	....	....	24	....	....	....	....	....	....	....	....	.....	....
24	....	.....	.....	....	....	....	....	45	....	....	....	....	....	....	....	....	.....	....
25	....	.....	21	....	....	....	....	23	....	....	....	....	....	....	....	....	.....	....
26	....	.....	.....	....	....	....	16	20	....	13	....	....	....	....	....	16	.....	....
27	....	.....	.....	....	....	....	....	11	....	....	....	....	....	....	....	....	.....	....
28	....	.....	66	31	....	....	....	18	....	....	....	....	....	....	....	....	.....	....
29	....	.....	17	....	....	....	....	21	....	....	....	....	....	....	....	....	.....	....
30	....	7	15	16	12	....	....	25	....	....	....	....	....	....	....	....	.....	....
31	....	.....	10	....	6	6	....	10	10	....	....	....	....	....	....	....	.....	....
32	....	.....	355	18	96	85	....	238	134	....	128	5	132	....	....	61	.....	....
33	....	.....	8	....	4	....	....	15	....	....	....	....	....	....	....	....	.....	....
34	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....
35	....	.....	45	....	....	....	....	30	....	....	....	....	....	....	....	....	.....	....
36	....	.....	.....	....	....	....	....	10	....	....	....	....	37	37	....	....	10	....
	15	7	837	94	174	104	16	1004	232	13	207	14	359	163	102	241	226	51

INDUSTRIAL, TECHNICAL

II. NIGHT

Statistics

Number of Pupils in the various

—	Pattern Making	Carpentry and Building Construction	Plumbing	Steam and Gas Engines and Power Plants	Tool Making	Printing and Book-binding	Photography, Photo-engraving and Litho-graphy	Automobile Mechanics	Elementary Drawing	Colour Study	Lettering	Show Card Writing	Industrial Design
1 Arnprior	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
2 Brantford	....	13	....	....	.....	.....	.....	43	....	....	....	....	41
3 Brockville	....	....	....	....	.....	.....	.....	.....	6	5	5	3	....
4 Chatham	....	....	....	....	.....	.....	.....	.....	....	....	....	....	24
5 Cobourg	....	....	....	....	.....	.....	.....	43	....	....	....	....	....
6 Collingwood	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
7 Coniston	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
8 Cornwall	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
9 Dundas	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
10 Fort William	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
11 Galt	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
12 Gananoque	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
13 Goderich	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
14 Guelph	....	....	....	....	.....	.....	.....	.....	....	....	....	18	....
15 Hamilton	9	....	18	....	.....	33	.....	.....	19	....	5	....	12
16 Ingersoll	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
17 Kitchener	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
18 London	....	....	17	....	27	.....	.....	97	32	32	....	23	....
19 Newmarket	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
20 Niagara Falls	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
21 Ottawa	....	....	15	....	.....	.....	.....	200	35	....	9	9	....
22 Owen Sound	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
23 Parry Sound	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
24 Pembroke	....	7	....	....	.....	.....	.....	.....	....	....	....	....	....
25 Peterborough	....	....	....	....	.....	.....	.....	8	....	....	....	16	....
26 Port Arthur	....	....	....	....	.....	.....	.....	.....	....	....	....	....	6
27 Renfrew	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
28 Sault Ste. Marie	....	8	....	....	.....	.....	.....	.....	....	....	....	....	....
29 St. Catharines	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
30 Stratford	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
31 Thorold	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
32 Toronto	....	13	36	407	.....	73	48	361	214	39	40	72	39
33 Welland	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
34 Whitby	....	....	....	....	.....	.....	.....	.....	....	....	....	....	....
35 Windsor	....	....	....	....	.....	.....	.....	79	....	....	....	....	....
36 Woodstock	....	....	....	....	.....	.....	.....	90	....	....	....	....	....
Totals	9	41	86	407	27	106	48	921	306	76	59	141	122

AND ART SCHOOLS—Concluded

SCHOOLS—Concluded

1917-1918

Branches of Instruction—Concluded

	Illustrating	Drawing and Painting from Antique	Drawing and Painting from Still Life	Drawing and Painting from Life	Modelling	Pottery	Cooking	Home Economics	Home Nursing and First aid	Hygiene and Dietetics	Sewing and Dress-making	Power Machine Operating	Millinery	Embroidery and Lace Making	French	Physical Culture	Telegraphy	Clay Working
1	..	....	....	....	....	....	.....	....	....	....	46	....	.....	....	....	....	....	....
2	..	....	....	....	....	....	71	....	....	....	81	....	28	....	....	....	....	....
3	..	3	3	....	....	....	27	....	....	....	35	....	41	....	5	18	....	....
4	..	....	....	....	....	....	40	....	63	....	30	....	21	....	....	....	51	....
5	..	....	....	....	....	....	26	....	....	....	8	....	8	....	....	14	....	....
6	..	....	....	....	....	....	14	....	....	....	14	....	9	....	....	....	....	....
7	..	....	....	....	....	....	.....	....	....	....	.....	....	.....	....	....	....	....	....
8	..	....	....	....	....	....	18	....	....	....	22	....	.....	....	....	....	....	....
9	..	....	....	....	....	....	13	....	....	....	18	....	.....	....	....	....	....	....
10	..	....	....	....	....	....	.....	....	....	....	17	....	9	....	....	....	5	....
11	..	....	....	....	....	....	11	....	....	....	102	....	18	....	....	....	....	....
12	..	....	....	....	....	....	.....	....	....	....	53	....	.....	....	....	....	....	....
13	..	....	....	....	....	....	19	....	....	....	54	....	47	....	....	....	....	....
14	..	....	....	....	....	....	30	....	90	....	48	....	19	....	....	....	14	....
15	8	5	5	6	4	....	70	....	....	....	117	....	113	....	....	....	....	....
16	..	....	....	....	....	....	.....	....	....	....	15	....	11	....	....	....	....	....
17	..	....	....	....	....	....	24	....	....	....	58	....	17	....	....	....	....	8
18	..	....	....	....	....	....	32	....	28	....	206	....	37	91	....	....	....	....
19	..	....	....	....	....	....	.....	....	....	....	29	....	10	....	....	....	....	....
20	..	....	....	....	....	....	53	53	....	....	18	....	17	....	....	....	....	....
21	2	43	43	....	....	....	437	....	....	....	281	....	194	....	....	....	....	....
22	..	....	....	....		....	65	....	....	....	.....	....	62	....	....	....	....	....
23	..	....	....	....	....	....	.....	....	....	....	24	....	.....	....	....	....	....	....
24	..	....	....	....	....	....	.....	....	....	....	83	....	57	....	....	....	....	....
25	..	....	....	....	....	....	61	....	....	....	65	....	27	....	....	....	....	....
26	..	....	....	....	....	....	15	....	....	....	37	....	15	....	....	....	....	....
27	..	....	....	....	....	....	.....	....	....	....	42	....	.....	....	....	52	....	....
28	..	....	....	....	....	....	27	....	....	....	22	....	25	....	....	....	....	....
29	..	....	....	....	....	....	.....	....	....	....	205	....	69	....	....	....	....	....
30	..	....	....	....	....	....	.....	27	....	....	40	....	13	....	....	....	....	....
31	..	....	....	....	....	....	.....	....	....	....	25	....	.....	....	....	....	....	....
32	43	68	174	34	46	45	1,246	128	399	38	925	54	518	71	407	595	....	....
33	..	....	....	....	....	....	25	....	....	....	23	....	.....	....	....	....	....	....
34	..	....	....	....	....	....	.....	....	....	....	39	....	22	....	....	....	....	....
35	..	....	....	....	....	....	21	....	....	....	102	....	21	....	18	155	....	....
36	..	....	....	....	....	....	15	....	....	....	41	....	17	....	....	....	....	....
		53	119	225	40	50	45	2,360	208	580	38	2,925	54	1,445	162	430	834	70	8

APPENDIX C

REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

I. REPORT OF INSPECTOR MILLS

To the Honourable H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit the following report on the Continuation Schools of the western part of the Province in my charge for the school year 1917-18.

In this district there are sixty-five schools classified as follows:—

Grade A Schools	(three teachers giving full time to the work)	2
" B "	(at least the full time of two teachers)	53
" C "	(i) the full time of one teacher and at least half the time of a second teacher	4
	(ii) the full time of one teacher	6
	Total	65

Qualifications of Teachers

In these schools there are one hundred and twenty-seven teachers, of whom thirty-seven are graduates of universities. In art, fifteen hold the specialist and fifty-three the elementary certificate. In physical culture, eight hold the specialist certificate and sixty-eight the elementary certificate. During the school year 1917-18 nine temporary certificates were issued to those who had attended the Summer Course in Art but failed on examination and three temporary certificates in art to teachers who had not attended or completed the course because of illness. It was necessary to issue thirteen temporary certificates in physical culture. No other temporary certificates were necessary.

Scarcity of Teachers

The most marked change in connection with these schools during the past year has been the rapid falling off in the number of teachers available for Continuation School work. There is now a decided scarcity of qualified teachers. This is due in part to the number of young men who have enlisted and to the number of young women who have accepted positions in some form of industrial or commercial life, but there is a much more important cause. Since the recent regulations were issued, very many teachers have made and are making every possible effort to secure positions on the staffs of High Schools, in order to prevent the expiration of their High School Assistant's certificate in 1920. These regulations, which after 1920 limit the issue of High School Assistants' certificates to graduates

of universities who have taken certain courses and to those who have two years' successful experience in High School work, have caused much dissatisfaction among our young teachers and will for several years limit the supply of teachers available for Continuation School work.

Proportion of Boys to Girls attending School

A considerable falling off in the number of boys in attendance at many schools during the past two years led me to look into the matter of the relative proportion of boys and girls in attendance at our secondary schools. As the results may be of interest I have tabulated them from the year 1911, the first year for which the attendance at Continuation Schools was kept separate from that at Public and High Schools. Table I gives the percentage attendance for boys and girls at Continuation Schools since 1911; Table II gives similar figures for all secondary schools, and Table III gives the percentage of attendance for boys and girls at High Schools and Collegiates since 1880.

Table I.—Continuation Schools

Year	Percentage of Boys	Percentage of Girls
1911	41.61	58.38
1912	41.	59.
1913	40.20	59.80
1914	40.77	59.23
1915	41.22	58.78
1916–17	38.94	61.05
1917–18	38.96	61.03

Table II.—All Secondary Schools

Year	Percentage of Boys	Percentage of Girls
1911	44.95	55.05
1912	45.21	54.78
1913	45.10	54.90
1914	45.79	54.21
1915	45.37	54.63
1916–17	42.22	57.78
1917–18	41.93	58.06

Table III.—Attendance in High Schools and Collegiates since 1880

Year	Percentage of Boys	Percentage of Girls	Year	Percentage of Boys	Percentage of Girls
1880	55.	45.	1907	45.49	54.51
1885	58.	42.	1908	46.16	53.83
1890	49.	51.	1909	47.66	52.33
1895	49.	51.	1910	46.59	53.4
1900	48.63	51.37	1911	45.54	54.45
1901	48.26	51.74	1912	46.	54.
1902	47.52	52,48	1913	45.9	54.1
1903	46.6	53.4	1914	46.62	53.37
1904	45.9	54.1	1915	46.07	53.93
1905	45.48	54.52	1916–17	42.79	57.20
1906	45.37	54.63	1917–18	42.45	57.54

The above tables show three things:

1. In the High Schools and Collegiates, where most of the attendance is drawn from the larger urban centres, the proportion of boys is considerably greater than in the Continuation Schools.

2. There has been a gradual decrease in the proportion of boys attending the Secondary Schools since 1880.

3. This decrease has been marked for the past two years.

(1) *Causes for Smaller Proportion of Boys in the Continuation Schools.*

Many causes contribute to prevent the rural child from getting a High School education. In towns the schools are close to the homes of the people, and there is, therefore, less expense in sending the children to school. The long distances rural pupils must walk to the country school in all kinds of weather and the bad roads prevent the regular attendance necessary to enable the pupil to reach the standard set for entrance to High Schools. Many rural children know of nothing beyond the Public School, and, even if they do, circumstances make it so impossible for them that the idea fails to stimulate them or their parents to better effort. The distance, the cost, the necessity for leaving home, and the difficulties to be overcome, combine to discourage both children and parents and prevent very many children in rural districts from receiving a High School education.

While the above difficulties apply equally to boys and girls, there are some causes that apply more directly to boys. For many years labour has been scarce on the farm and a boy old enough to go to High School can do a man's work. Also, I am convinced that many boys from rural homes do not get to High School because the course of study does not provide the education and training that many parents want for their boys. To send them to the High School would be the best possible means of weaning them from home and from the farm.

(2) *Causes of the Decrease in the Percentage of Boys.*

This decrease, in my opinion, is due to three main causes:—

(*a*) The rapid growth of industry and commerce has greatly increased the number and complexity of human activities, and the demand for skilled labour at attractive wages, that may be earned without a High School education, has attracted many from the country and town to the larger centres and has lessened the attraction to the so-called learned professions.

(*b*) The High School courses have not been adapted to the needs of that very large number of young people who decide to follow agricultural, industrial or commercial life. When the courses offered by our Secondary Schools are made to meet the needs of the youth of the localities in which these schools are situated, and by which they are largely maintained, and when these courses receive suitable recognition by the universities a much larger number of boys and girls will seek to take advantage of the opportunities offered.

(*c*) During this period it has become the custom for girls to prepare themselves to make their own living. Constantly increasing opportunities for profitable employment attract more and more girls from the homes, and the relatively low percentage of boys in our secondary schools is probably due not so much to a relative decrease in the number of boys seeking a High School education as to an increase in the number of girls.

(3) *Cause of the Marked Decrease of the Past Two Years.*

This decrease has been caused by the scarcity of labour that has resulted in unusually high wages, and by the campaigns that have been carried on to induce our young men to enlist, to work on the farms, or to engage in some form of war work. Under the influence of these campaigns and frequently against the wishes of their parents many school boys of from sixteen to eighteen enlisted and made their way as near the front line as they could get. Other boys even younger sought employment on farms, and after the summer's work on the farm they sought work

in munition plants or in some other form of war work in the firm faith that they were doing their bit. Parents have frequently spoken to me of the unsettling effect this has had on the boys and of the difficulty of inducing them to return to school.

I am not at all sure that a grave injustice has not been done to many of our school boys. No effort was spared to induce them to offer their services to the state, and they responded nobly, if in many cases inadvisedly, but no effort has been made to show such boys how they can serve their country and themselves best now that the war is over. Can not the spell of patriotism in time of war be replaced by the idea of service in time of peace? Many parents would be grateful for the assistance that such a campaign would give them in inducing their boys to seek a better education as a preparation for their life's work.

Means of Improving the Janitor Service

Continuation Schools in most places are carried on in the same building as the Public Schools, and too frequently the work of the janitor is unsatisfactory. As a means of securing more serious attention to this important matter by School Boards I would recommend a change in the method of apportioning the grant. It has been the custom to give an annual Legislative grant of 8 per cent., and as the county must pay the same, the School Board receives 16 per cent. of the value of the equipment annually. As this continues year after year the equipment is paid for over and over again by grants. Much of it needs repair or has been discarded because the courses in science have been altered and about the only value it has is to draw its annual apportionment of grant.

I would recommend that the Legislative grant on equipment be increased to 10 per cent. and that it be continued only for a limited period. As the county must pay the same as the Legislature, School Boards will receive an annual grant of 20 per cent. of the value of the equipment. This grant should be continued for six years only, as by that time the total value of the equipment will have been returned to the Boards, leaving a liberal margin for breakages and other loss.

To maintain the present amount of the Legislative and County grants the duties of the janitor should be defined in the regulations and his work be graded I-IV by the Inspector. If for Grade I a grant of about $40 were given and the amount decreased rapidly with the grading, the School Board would be aroused to take an active interest in the work of the caretaker, as it would mean a serious falling off in grants if the grading were low. It might also lead to more adequate pay for the work of the janitor.

Causes Operating Against Extension of the Work of Continuation Schools

All efforts to extend the work of these Continuation Schools so that they may better serve the needs of the communities in which they are located are rendered of little avail because of two things:

1. When a building has to be enlarged or a new school erected to provide the room necessary to carry on the work, all the expense must, under the present Schools Act, be borne by the section or small urban centre in which the school is located.

2. When a third teacher becomes necessary from any cause the Principal must hold the qualifications of a High School Principal and the grants to the school are the same as those given to a two-teacher Continuation School.

(1) *The Cost of Building.*

In most cases the Continuation School is carried on in the same building as the Public School. There is no room in the building for any extension of the work and in many cases the rooms occupied by the Continuation School are needed for Public School purposes. As a result any proposal to extend the work of the Continuation School must take into account the extension of the present school building or the erection of a separate building for Secondary School purposes. Rural sections or small urban centres do not feel that they can bear, or that they should be expected to bear, the whole cost of the building required for such extension of the work.

To distribute the load more fairly and to encourage the extension of the work of the Continuation Schools so as to include a department of agriculture and later, of household science, I would make the following recommendations in regard to the cost of the building:

(*a*) Where, in order to provide room to carry on the work of a department of agriculture or household science, it becomes necessary to erect a new building or enlarge the present building, similar assistance shall be given by the Legislature to such sections or small urban centres as may be given toward the erection of Technical Schools in the large urban centres.

(*b*) Since a department of agriculture or of household science established in a Continuation School would be of particular benefit to the youth of the surrounding rural municipality, this municipality, or the county, shall contribute annually a proportion of the cost based on the relative number of children in attendance from the municipality.

(2) *Qualifications of Staff.*

To carry on the work of an agricultural department requires at least half the time of a teacher. To do this work satisfactorily, in addition to the usual work of the school, will necessitate a third teacher on the staff. Under present regulations this means, in the great majority of schools, the dismissal of the present principal, who holds only a First Class certificate, and the engagement of a teacher who holds the qualifications of a High School Principal. In many cases it means the dismissal of a teacher whose efficient work for some years has built up the attendance and has given the ratepayers the confidence that is necessary to induce them to consider a further extension of the work of the school. It further means the engagement of a stranger, who is not likely to be among the best of his class or he would not be seeking the principalship of such a small school, and the payment of a salary of from three to five hundred dollars per year more than is paid to the teacher with whose work everyone is entirely satisfied. As this increase of from three to five hundred dollars must be borne entirely by the section or small urban centre, it means that the tax rate will be increased about two mills. School Boards will not consider such a proposition, particularly when it also means an additional cost for the necessary class room accommodation.

I would offer the following recommendation:

Where a third teacher becomes necessary because of the establishment of any course in agriculture or household science as part of the work of a Continuation School, the school shall still be regarded as a Grade B School and the courses of

study, the qualification of the staff, and the grants shall be those prescribed for Grade B Schools, with the addition of such subjects of study, qualifications of teachers and grants, as may be prescribed for the work and maintenance of the particular departments that are carried on in the school.

I have the honour to be,

Sir,

Your obedient servant.

G. K. Mills.

Toronto, January 8th, 1919.

II. REPORT OF INSPECTOR HOAG

To the Honourable H. J. Cody, M.A., D.D., LL.D.,

Minister of Education for Ontario.

Sir,—I beg to submit for your consideration the following report on the Continuation Schools under my supervision for the year 1917-1918.

I have the honour to be, Sir,

Your obedient servant,

J. P. Hoag.

Toronto, December 31st, 1918.

Extent of the District

The district within which are situated the Continuation Schools over which I have inspectoral charge, is of vast extent. It stretches from the Quebec boundary on the east to the Manitoba boundary on the west, a distance of nearly 1,200 miles. It extends from Lake Ontario on the south to the line of the National Transcontinental Railway on the north, a distance of about 500 miles. Within this territory there are but 73 Continuation Schools. To visit these schools requires considerable physical endurance as during 1917-1918 I travelled 19,190 miles in performing the inspectoral work of the school year. I spent 42 nights on sleeping cars and many hours of other nights on day coaches. However, the interest in education shown by trustees and teachers, and the enthusiasm of the pupils themselves more than repay one for any personal sacrifice involved in the work of inspection.

During the school year I visited every school in my district at least once. Several, where the local conditions seemed to make it advisable to do so, I visited more than once. In addition I visited a number of schools not classed as Continuation Schools but doing work of Form V of the Public School Course or higher work. Of the condition of each school inspected, I made due report immediately after the conclusion of the inspection. In the work of inspection itself

I was assisted by many of the Public School Inspectors. As the local Inspector knows the local conditions thoroughly, his presence during the days of inspection is of great assistance. I am greatly indebted to these Inspectors who aided me by their presence and with their advice.

The exceptionally severe weather during the winter of 1918 and the outbreak of Spanish influenza during the autumn of the same year greatly interfered with the routine of inspection. In some cases schools were closed for considerable periods, ranging from one week to three months.

Schools and Accommodations

During the year two Continuation Schools, Bracebridge and Fort Frances were raised to the status of High Schools. These schools have done good work in the past and I have no doubt that, with enlarged teaching staffs and improved accommodations, they will do even better work in the future.

Three schools, Fitzroy Harbour, Wolfe Island, and Malakoff have been closed for some months through the inability or failure of the Boards concerned to secure qualified teachers. Indeed, it has been very difficult during the past year for Boards to secure teachers.

Two schools, Westboro' and New Toronto, have become two-teacher or Grade B Continuation Schools. As these schools are situated on the outskirts of Ottawa and Toronto, I feel sure that in the near future they will develop into High Schools. Indeed, it would seem to be advisable for New Toronto to unite with Mimico to form a High School District. Early in the year 1918 Burk's Falls Continuation School moved into fine new quarters in the building which had formerly been the District Court House. Unfortunately, in the early summer of the same year, the building was struck by lightning and destroyed. The loss was a staggering one to the community and the Board. But during the summer and fall the work of rebuilding was carried on and on December 30, the school re-opened in a new building far superior to the one destroyed.

The school building at Fitzroy Harbour was burned during the winter of 1918. The school work was carried on in a rented hall until June. Since summer, however, this school has not re-opened.

The accommodations in several schools are unsatisfactory but during the progress of the war, on account of the condition of the labour, material, and money markets, I did not press for immediate action. Since the signing of the armistice, however, several School Boards are going carefully into the question of how to provide better accommodation. During the next two years there will, I am sure, be great improvements in the school buildings of the Continuation Schools.

Teachers

In my report for the year 1914 I said:

"If 'it is the man behind the gun that does the work,' it is also the teacher in the school who makes the school a success. In the past it has been found difficult to secure a sufficient number of properly qualified teachers for our Continuation Schools, but at present, I am glad to say, the supply is quite adequate. It is true that in some schools, particularly in the districts, on account of the unwillingness of many teachers to accept situations, it has been necessary to grant temporary certificates of qualification. At present there are, however, only two such certificates in my Inspectorate.

"But as a large proportion of the teachers of the Continuation Schools are women, and as Cupid is no respecter of the needs of School Boards, there are many changes in the personnel of the staffs. These changes are more numerous also because so many teachers change positions in order to secure larger salaries or more congenial places of residence. It is needless to say that changes in teachers very seriously affect the work of the school, and it is greatly to be desired that something be done to prevent changing teachers except at the end of a school term. School Boards themselves could do much to bring about such a desirable condition, if, when engaging a teacher who has a position in another school, the agreement were made for such teacher to begin work at the close of the then current term."

The insistent call of the war depleted our Continuation Schools of most of its young male teachers who were sound in body and in heart. As a result many School Boards found great difficulty in securing teachers. Then the greater financial and other advantages offered by the larger towns and cities attracted many of our best teachers to High Schools and Collegiate Institutes. As a result, it has been necessary to recommend the granting of a considerable number of temporary certificates so that schools should not remain closed. In particular it has been necessary to recommend a considerable number of temporary certificates in Art and Physical Culture.

Now that the war has ended victoriously, no doubt many teachers will return to the schools. We will welcome them heartily. But I wish to point out to the Boards of Trustees of our Continuation Schools that the only way to secure and retain thoroughly qualified teachers is by making salaries as attractive as are those offered in larger centres.

There is one factor, however, which makes it very difficult for Continuation School Boards to secure or retain teachers. As this factor is one which will continue to operate adversely toward the Continuation Schools, I venture to call attention to it. The factor is the Amended Regulations of 1917 so far as they relate to qualifying certificates for teachers of High and Continuation Schools. Under these amended regulations, it is uncertain whether experience gained in Continuation Schools will count toward securing a permanent certificate valid after 1920 for both High and Continuation Schools, as was formerly the case. The result is that young teachers graduating from the Faculties of Education avoid, as far as possible, Continuation Schools. Then again the regulations referred to, are retroactive in character, and as a result a number of experienced teachers have accepted positions in High Schools rather than remain in the Continuation Schools.

I feel it my duty to call attention to the effect of the amended regulations of 1917, in the hope that before they go into operation in 1920, they may be re-considered and revised. I feel confident that the matter need be but brought to your attention to secure a remedy.

Ordinary School Subjects

The Continuation Schools are doing very efficient work in providing sound secondary training for the youth of many rural and village communities. The skill and energy of the teachers are all that can be expected; the earnestness and enthusiasm of pupils are most encouraging. As a result the general work of the schools is good.

But while this is the case I wish to point out two places where great improvement is possible and desirable. In the first place, writing is not good. No doubt many pupils are poor writers when they enter High and Continuation Schools, but unfortunately very many pupils are worse writers after a year or two spent in these schools. Far too many note-books are kept and far too much hurried writing required of the pupils. Then though the teacher of writing is earnest and painstaking during the formal writing lesson, little or no attention is paid to the writing or neatness of the pupils in their other lessons. Constant attention to writing by all teachers in all school subjects will lead to great improvement.

In the second place, history is not well taught. Too many of our teachers either give notes for pupils to learn or require pupils to underline passages in the text-books for memorization. As a result history teaching is too often a dead thing and many (I fear most) pupils leave school with a positive dislike for the subject of history. Perhaps our examination system is to blame for much of the difficulty in interesting pupils in history. But the chief aim of the teacher should be to create an interest in history and a desire on the part of the pupils to read for themselves. That this is possible is shown by the fact that a few of our teachers are succeeding along these lines without failing to prepare their pupils for examinations.

Art

In many schools I find that the work in Art is not satisfactory. This is due in some degree to the fact that many teachers are not well qualified to teach Art. It is, however, due also to some extent to the fact that many parents and trustees and most of the boys look upon the Art work as of little use. Indeed, some Boards have asked if they might not substitute simple commercial work and drawing for the colour work in Art. In the large High Schools and Collegiate Institutes it is possible to teach both Art and Commercial Work but in a two-teacher Continuation School this is impossible as the time of the teachers is fully taken up with compulsory subjects of which Art is one.

It would appear that a certain amount of elasticity in the choice of such subjects as Art, Agriculture and Horticulture, and Commercial Work might be permitted so that School Boards having control of two and three-teacher schools might, with the approval of the Inspector, select the subject most suited to the youth of the community. Thus one school might teach Art; another, Agriculture and Horticulture; and another Commercial work. I feel assured that as much use and cultural value may be found in any one of these subjects as in any other but it is clearly impossible for a small school to provide for all of them. Too much attention has, I feel, been given to Art in the past.

Continuation Schools in Rural Districts

When Continuation Schools were first formed, it was expected that they would provide secondary education for country districts, that they would be Rural High Schools. However, nearly all our Continuation Schools are situated in small town or village communities. Very few of our Continuation Schools are in the country proper.

Rural children surely require and deserve as great opportunities for education as the children of towns and villages. The willingness of rural communities to provide good educational advantages for the youth is a test of the right to

retain young people in the community. We need secondary schools in rural districts. But these schools must be of a type adapted to the needs of these districts. I can, however, see no prospect of securing the establishment of such schools until we have made progress in the consolidation of school sections. With consolidation will come good secondary schools in the country and a great increase in the number of schools and of pupils in attendance.

The Obstacles to Consolidation

Wherever consolidation of schools has been effected in the United States, there has followed a demand for secondary school advantages. Rural Continuation Schools will surely follow consolidation in Ontario. Whatever then prevents consolidation tends to hinder the development of Continuation Schools. The history of the movement toward consolidation in the United States shows that, wherever the small district system has prevailed in school administration, consolidation has made little or no progress; but wherever there are township or larger school units in school administration, consolidation has made remarkable progress. In no State of the American Republic has there been greater advancement in the consolidation of schools, than in Indiana. But in that State the township unit prevails. It would appear, therefore, that in Ontario we must strive to replace the school section unit in school affairs with the township or county unit. If this can be done, I look forward to great advances not only in the ordinary public school work of our schools, but also in the work of the Continuation Schools.

APPENDIX D

REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

I. REPORT OF INSPECTOR HOUSTON

To the Honourable H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit for your consideration a brief report on the general condition of the Collegiate Institutes, High Schools and private institutions which were under my supervision during the academic year 1917-1918.

I have the honour to be, Sir,

Your obedient servant,

J. A. Houston.

December, 1918.

Schools visited

During the year I visited the Collegiate Institutes at Brockville, Cobourg, Kingston, Lindsay, Morrisburg, Napanee, Ottawa, Perth, Peterborough, Picton, Renfrew, Smith's Falls and Vankleek Hill, thirteen in all, and the High Schools at Alexandria, Alliston, Almonte, Arnprior, Athens, Avonmore, Aylmer, Belleville, Brighton, Bowmanville, Campbellford, Carleton Place, Chesterville, Colborne, Cornwall, Deseronto, Dutton, Gananoque, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Morewood, Newburgh, Newcastle, Norwood, Omemee, Pembroke, Plantagenet, Port Hope, Port Perry, Prescott, Richmond Hill, Rockland, Stirling, Sydenham, Tweed, Trenton, Uxbridge, Williamstown, Whitby, and Winchester, forty-three in all.

I also visited the following private schools: The Academy of St. Mary Immaculate, Pembroke; St. Joseph's Academy, Lindsay; Albert College, Belleville; The Convent of Notre Dame, Kingston; The Ladies' College, Whitby; Loretto Abbey, 403 Wellington Street, Toronto; and the Loretto Day School, 385 Brunswick Ave., Toronto. My list thus comprises 13 Collegiate Institutes, 43 High Schools, and 7 private schools, all of which are preparing candidates for one or more of the examinations for admission to the professional training schools for teachers.

Accommodations

Only in two towns in my district has there been a new building completed and occupied during the school year. In April, 1918, the classes of the Trenton High School took possession of a new, commodious, up-to-date Collegiate building which is a credit to the town and to the enterprise and perseverance of the Board, which is to be congratulated upon the successful completion of an undertaking begun some years ago under rather adverse conditions. The formal opening was attended by a large number of representative citizens as well as by representatives from the Boards and staffs of neighbouring towns and cities. I hope in the near future to see the Board make still further advance by the establishment of technical and vocational classes in this most promising centre for such work.

A new building was opened in Tweed also, when the former continuation school became a High School under most favourable conditions and with a very promising future. This building is modern in every particular and its opening marks a new era in the advancement of secondary education in this particular centre. The Chemical Company of Sulphide, whose manager is chairman of the High School Board in Tweed, made a generous grant of $500 towards supplying science equipment for the new school, and this same company furnishes a large motor bus for the free conveyance of pupils from Sulphide to Tweed.

In Renfrew the Board have again taken up the question of new accommodation and are making a determined effort to provide a building which will be in keeping with the high reputation of their school and with the general standing of the town.

The changes made during the year in the detailed items of accommodation in the different schools have been so few that there is no need of a tabulated summary such as was given in my last report. Financial conditions have discouraged the incurring of large expenditures; Boards of Education have been marking time, and have contented themselves with making only such changes and additions as were absolutely necessary for the proper carrying on of the work of the schools. What the future has in store it would be difficult to prophesy, but the period of reconstruction upon which the country is now entering will no doubt see carried to completion many of the plans which had been formulated before the war began. It will be expected that towns, in which the accommodations had been reported as defective or insufficient, will at once make provision for the changes which, with the consent of the Department, had been held in abeyance until world conditions should become normal.

Teachers' Work

The general work of the teachers continues to be eminently satisfactory. In season and out of season their one aim seems to be the intellectual and moral advancement of those under their care; they spare neither time nor strength to accomplish their object; only those who come into intimate association with them can fully appreciate their self-denying efforts and whole-souled devotion to duty. I regret to say they do not always receive the support and encouragement they have a right to expect, and they often have to carry on their work under most adverse and discouraging conditions. One of the most serious handicaps in the way of satisfactory results is congestion in classes. Neither trustees nor parents yet realize the futility of attempting to teach classes numbering forty-five, fifty or fifty-five pupils. The average layman thinks fifty can be as easily taught as twenty, provided seats can be found for them. The usual excuse for congestion is lack of funds, but there is a saving in expense which is poor economy. Solomon might well have been referring to certain present-day educational conditions when he declared, "there is that withholdeth more than is meet, but it tendeth to poverty."

The question of providing class-rooms, equipment and teaching power is largely a financial one. For good work classes should not exceed thirty pupils in the majority of subjects; many experts would place the number as low as twenty. To secure such a condition, especially in the larger towns and cities, means a much greater outlay than is made at present, but surely the country that has spent millions upon millions freely and willingly, for the defence of the highest ideals of human liberty and progress will not fail to provide funds for the education of those who are to uphold those ideals in the future. I have referred specially to the question of congestion, because to it may be attributed most of the failures found in the schools.

The powers of even the best teachers are limited; they cannot accomplish impossibilities.

Various Subjects

In past years I have reported at length on the character of the work done in the various subjects placed on the programme of studies, and have indicated from time to time where improvement might be made. Defects still exist which might easily be remedied; in Elementary Science instruction still takes the place of experiment and observation; in History the pupil still writes and memorizes what are really dictated notes, instead of being trained to read and summarize for himself; in Mathematics and Science problems still take up hours of precious time at home which could be more profitably spent on the memory work necessary in language study; attempts are still made to carry on too many subjects at one time, with the inevitable result that few of them are well mastered. However, I have reason to hope that defects such as these are becoming the exception rather than the rule, and looking back over the past ten years one can see most marked evidence of progress, particularly in such subjects as Elementary Science, Art, Physical Culture and even in Mathematics and Languages. Teachers are learning that proper methods will secure as good examination results as the "stuffing" process, and will turn out a much superior finished product so far as ability to face the problems of life is concerned.

Farm Labour

The regulation which provided that pupils attending Public or High Schools in preparation for departmental or matriculation certificates might under certain conditions be granted their standing through employment on the farms of Ontario has had a very far-reaching effect upon the schools. The school year has been practically cut down to eight months in the case of all those who took advantage of the Regulation. This means either that they did not complete their regular year's course, or that the review of work which is so necessary to round out the course was omitted. As a consequence we have at present in the schools very many pupils who are working at a decided disadvantage, and are going to require one or two years longer to complete their course than if there had been no interference with their regular work. The standing obtained by "farm labour" is in many cases proving a sacrifice, and not the gain which the pupil had anticipated. Even in the first forms there are many pupils who are not prepared to take full advantage of the High School course, and whose educational progress would be much more rapid had they come into the schools in the ordinary way. I have no doubt that in the Universities and the professional training schools similar conditions exist, and we may expect to find a good many "starred" candidates during the next few years. Provision is made for the operation of similar regulations next spring, but for the sake of the schools it is to be hoped that there will be no necessity for continuing the present arrangement beyond the current year.

Courses and Examinations

There are three stock criticisms directed against secondary schools to which I would like to make brief reference, as it does not appear to me that any one of the three is justified. The first is that the course is overcrowded and the pupils overburdened with the amount of work demanded; the second, that the schools are "examination ridden," as a prominent educationist recently expressed it, and the third, that the work is not sufficiently practical and leads in the wrong direction

for the majority of the pupils. I hope to shew that, if any one of these criticisms is justified in the case of any particular school, the fault lies in local conditions, not in the regulations which govern the schools.

The High School regulations provide for (i) a general course for pupils who desire merely a general education, (ii) a course for those who desire to qualify as public school teachers, and (iii) a course for matriculation into the Universities, or into what are called the learned professions. The first two of these are controlled by the Department of Education, the third by the governing bodies of the various universities and colleges. The full High School course is planned to cover a period of six years, and is divided into three parts, Lower School, Middle School, and Upper School, each a two-year course. The complaint about overcrowding of subjects is practically confined to the first two years; I have yet to find any serious objection to the Middle or Upper School work from those who are willing to take the required time, and are not endeavouring to crowd two years' work into one, or adding to the obligatory subjects certain optional subjects which they hope may help them.

The pupil who selects either the general course, or the course leading to the Normal Entrance, must take the following subjects in his first year: English Grammar, Composition and Literature, Arithmetic, Algebra, History and Geography, and what may be called the practical subjects, Art, Elementary Science, and Reading. It will be noticed that most of these are subjects he has already been taking in the Public School, and it is not necessary that all should be taken at the same time. In the second year the Reading, Grammar and Arithmetic may be dropped by the general course pupil, while Geometry is begun as a practical subject. During both these years there will be ample time for school study periods, and the amount of home-work will be very small, provided the five or five and a half hours in school are well employed. During his third and fourth years the general course pupil must take Composition, Literature, History, Algebra and Geometry, while to these the candidate for Normal Entrance must add Physics and Chemistry, practical subjects obligatory for teachers only. This cannot be called an overloaded curriculum even if the course in each subject is somewhat extensive.

Candidates for matriculation into the Universities require Latin and French, possibly Greek or German, in addition to certain general course subjects. Certain optional subjects such as Book-keeping, Household Science, Manual Training, Agriculture, Latin and Art are allowed as Bonus subjects in the Lower or Middle School examinations for entrance to the Normal. Now comes the explanation of the overcrowding which I must confess exists in many places. Hundreds of pupils are taking double work, that is, are taking both the teacher's course and the matriculation course, are then adding to this one or more of the extra optional subjects referred to above, and, as if this were not enough, are endeavouring to cover the work of two years in a single year in order to save time. The bright, clever, physically strong pupil may carry the work through successfully without injury to himself; others struggle under the load, fail in the attempt, and then blame anything and anybody but themselves for the failure. Of course the burden was too great and they were ill-advised to attempt it. I have seen classes in their first two years taking all the compulsory subjects of the teacher's course, the Latin and French of the matriculation course, adding one or more of the Bonus subjects, and planning to cover the four years' work in three years. No wonder parents and pupils, in such case, declare the work too heavy, but why not place the responsibility where it belongs?

The question of the number of examinations is very simply disposed of. The general course pupil is not required to take a single examination in his whole school course except such as his teachers may give in the regular work to test his fitness for promotion, and the candidate for entrance to Normal has only two Departmental examinations, one at the end of his Lower School work, and another at the close of the Middle School course, which does not appear to be an over-testing of academic fitness to teach public school. The candidate for Junior Matriculation has one examination to pass at the end of his four-year course.

The assertion that High School courses are not sufficiently practical raises at once the question of the function of the secondary schools, and on this point there is diversity of opinion. They must make provision for the academic training of those who are to become public school teachers, and they must prepare candidates for entrance into the learned professions, but they should justify their existence by appealing to a much wider constituency, and offering courses suitable for those going into business, agriculture, or the arts and crafts. That this is a part of High School work is now recognized and acknowledged, and accounts for the encouragement and support given to the establishment of classes in such practical subjects as Manual Training, Art, Agriculture, Book-keeping, Elementary Science, Stenography, Household Science, Physics and Chemistry. Further extension of High School endeavour along these lines is largely a question of finance, and as soon as necessary funds are provided the work will expand.

But in the final analysis a boy's education does not depend so much upon the subjects studied as upon the character of the training received. Almost any course, even the work in the gymnasium, may be made instrumental in developing leadership, power of organization, and initiative, and these are the qualities which spell success in either business or professional life. The business house of to-day is more concerned with the general knowledge, character and training of its prospective employees, than with the subjects they have studied. In illustration of this I take the liberty of quoting a few sentences from a recent magazine article contributed by one of Toronto's leading business firms.

"Not so long ago it was considered that if a lad were studious at school he should finish the school course in order to enter college to study for a profession. Perhaps it was thought that education was of no great advantage in business, especially as employers rarely insisted on any educational standard. This idea is rapidly changing. It is now realized that, whether in the business of production, or distribution, or finance, a liberal education is as necessary for the best success as it is in the professions. In the world of business, modern competition necessitates a study of organization, standardization, and the minimizing of waste. The problems arising in these call for highly trained minds, and for clear thinking. Therefore in choosing the staff that is intended one day to fill important positions, progressive business men prefer the youths most likely to have the capacity for developing trained minds, in other words, the youths with good school records."

II. REPORT OF INSPECTOR LEVAN

To the Honourable H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit herewith a report of my inspection of High Schools and Collegiate Institutes for the year 1917-18.

During the year I visited the Collegiate Institutes of Brantford, Chatham, Fort William, Galt, Hamilton, Ingersoll, Kitchener, London, Port Arthur, St.

Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Toronto (Harbord), Toronto (Humberside), Toronto (Jarvis), Toronto (Malvern), Toronto (Oakwood), Toronto (Parkdale), Toronto (Riverdale), and Windsor, and the High Schools at Amherstburg, Aurora, Aylmer, Dutton, Essex, Forest, Georgetown, Glencoe, Hagersville, Kenora, Leamington, Lucan, Oakville, Paris, Parkhill, Petrolia, Port Dover, Port Rowan, Ridgetown, Sault Ste. Marie, Simcoe, Streetsville, Tillsonburg, Toronto (North), Vienna, Wallaceburg, Wardsville, Waterford, and Watford. I also visited the night schools conducted in connection with the Collegiate Institutes at Hamilton, London, Toronto (Harbord), and Toronto (Jarvis).

Acting under instructions, I also visited the following private schools to examine and report on their work in Art, Science, and Bookkeeping and Writing:—De La Salle College, Aurora; Ursuline College, Chatham; Loretto Academy, Hamilton; St. Anne's Convent School, Kitchener; St. Angela's College, London; Alma Ladies' College, St. Thomas; Loretto Convent, Stratford; Moulton College, Toronto; Havergal College, Toronto; St. Joseph's College Academy, Toronto; and St. Mary's Academy, Windsor.

School Buildings

I doubt if there are in any other part of the Province buildings better suited for their purpose than some of those in the district of which I have had charge this year. Those recently erected have been planned with a regard for architectural appearance as well as for the comfort, convenience, and health of those who are to use them. Modern High School buildings require many accommodations that were not considered necessary in buildings of an older type: assembly halls, art rooms, gymnasiums, etc. In most of the newer buildings provision is made for all these requirements, and special care is shown in the provision for lighting, heating, and ventilation.

But there still remain many schools of the older type, in which little care has been given to these matters, and where pupils are crowded together in poorly lighted and ill-ventilated class-rooms. Other schools have suffered from their prosperity, their buildings, which were once suitable for smaller numbers, being now wholly inadequate for the increased attendance. During the war building operations have, as a rule, been suspended. The abnormal conditions prevailing in the financial and labour markets have deterred boards from undertaking improvements which they concede to be necessary, and which will have to be undertaken as soon as conditions improve.

A notable exception, however, is to be found in Windsor, where a large addition to the Collegiate Institute, which has been under construction for some time, was completed and occupied at the beginning of the new year. To make the older part conform with the new, extensive alterations were made in the interior arrangement, and the school is now housed in a building which, in the completeness and excellence of its accommodations, is the equal, if not the superior, of any I have yet visited. The assembly hall is the finest I have yet seen. The laboratories are furnished with the latest and best equipment for the teaching of science. Provision has been made for physical culture in two gymnasiums, with showers and swimming pool. Individual lockers provide storage room for clothing and books. An excellent system of heating and ventilation has been installed. And, in fact, no expense has been spared in providing for the comfort and health of pupils and teachers, and for facilities in carrying on the work of the school. The Board deserve the highest commendation for their liberality and enterprise in carrying out these improvements.

Reading, Writing and Spelling

Following the usual custom, I have given practical tests in Reading, Writing, and Spelling in each school I have visited. The results of the tests, I regret to say, are not always encouraging. It would seem that, amid the pressure of all the subjects to be provided for, the importance of these is imperfectly realized, or difficulty is experienced in finding room for them on the time-table. The latter fact probably explains why the results in Spelling are usually less satisfactory in the Second Form than in the First. Where pupils have come into the High School with a poor grounding in Spelling, it is hard to give sufficient attention to the subject to remedy their defects; but it should not be impossible to provide for those who have no natural deficiency. The criticism frequently directed by business men against the High Schools, that their graduates are unable to spell, should stimulate the teachers to remedy the fault.

The same is true of Writing. Many pupils enter the High Schools without having acquired a knowledge of so elementary a matter as the proper method of holding the pen, not to speak of the greater difficulty of mastering the knowledge of movement and form necessary to good penmanship. The correction of these defects demands infinite patience, so much patience, in fact, that the teacher frequently gives up in despair and allows the pupil to fall back into the old habits, where improvement becomes impossible. But where the pupil's interest is aroused, excellent results are easily secured. I recall a school in which the penmanship was so good that I sought an explanation of this unusual state of affairs of the teacher. I learned that no more than two periods a week were apportioned to writing, but that the offer of two annual prizes by a resident of the town, of ten dollars and five dollars each, had aroused interest, and transformed the character of the writing throughout the school.

Patience is no less necessary in the teaching of Reading, but enthusiasm also is necessary, together with a knowledge of what constitutes good reading, and a constant alertness to detect and correct mistakes. It is unfortunate that this subject is not always assigned to the member of the staff who is best qualified to teach it, but, owing to the exigencies of the time-table, is often thrust on a teacher who has no special aptitude for it, and has enjoyed no special preparation for teaching it. I have, indeed, heard excellent lessons in reading; but far more frequently I listen to barren lessons, in which little interest is aroused, and no enthusiasm shown, either by teacher or by pupil. Mistakes in pronunciation of words in common use, indistinct utterance, slurring, errors in grouping or in emphasis, sing-song, and all other possible and impossible mistakes follow one another in rapid succession. Where such faults receive correction, progress is being made, but they are not always corrected. I have listened to a lesson in which the most glaring errors were passed over without a word of help or criticism; when one pupil finished, the teacher simply called on the next. One almost wishes for a Summer Course to help those teachers who would welcome help if they knew where to get it.

English Literature

The method of teaching English Literature in the Middle and Upper School classes is largely determined by the character of the papers set at the Departmental and University examinations; and as these examinations require intensive study of the substance of the poems prescribed, the teaching, so far as it can be tested by written examinations, is in most respects satisfactory. But written ex-

amination cannot test all the elements that enter into the profitable study of poetry. They cannot test the response that the pupil has given to the emotional appeal of the poem; nor the depth of his appreciation of the great truths that the poet enunciates. Nor can they test his power to give a sympathetic oral rendering of the poem that his hearers may feel its beauties. In respect to matters of this kind, the teaching is, in many cases, not so good. There is doubtless great value in dissecting the plot and analysing the structure of a play; but there is surely greater value in getting an appreciation of the finer values I have referred to above. When studying a poem it is worth while to pause occasionally in the presence of a great thought and give time for its importance to sink into the mind; worth while occasionally to let the poet's music ring in the ears and get the pupils to enjoy the melody of his language. It is worth while, too, to let the pupils do most of the oral reading, even though their efforts are halting and imperfect. I have sometimes asked teachers why they do not let the pupils do more of the oral reading, and have been answered that the pupils are unable to do it properly. As well might a teacher of Arithmetic do all the problems for his class, on the plea that he can do it better than they and can thus save valuable time. If pupils have no practice in reading poetry they will never learn to read it well, and will lose one of its main enjoyments.

In the Lower School the selection of the Literature to be read is left to the discretion of the teacher, and the choice is usually very satisfactory. The general practice is to make a selection of three books, a prose work, a drama, and a book of poems. Here the reading is less intensive than in the Middle and Upper School classes, and the lessons generally yield a great deal of enjoyment. But too little attention is given to the memorization of choice passages. For the young the memorization of poetry is seldom a burden, and it always carries its own reward.

Lower School History

There is no work in the whole curriculum so burdensome as the Lower School Course in History, and none that yields so poor a return for the time devoted to it. Up to 1914 the prescribed work included all Canadian and all British History. Now the history of the Great War has been added, increasing the burden by one-half or at least one-third. What makes the situation harder to deal with is that History, not being a subject of the High School Entrance examination, is neglected in many of the Public Schools, and pupils enter the High School with little or no knowledge of it. This difficulty will probably be removed by the new regulation which makes History an examination subject of the Entrance examination. But even so, the amount to be covered is far too great. The consequences are not hard to see. History, which should be one of the most interesting and useful of the subjects taught in the schools, is seldom liked, and pupils rarely carry away a desire for further reading on the subject. A reduction of the amount to be covered would afford time for better teaching, and would produce infinitely better results.

The Cost of Text-books

In my visit to the schools situated in the remote northern part of the Province, Port Arthur and Fort William, I found that the cost of text-books is made an unduly heavy burden on parents. From five to ten cents more than the authorized price is charged for each text-book, the dealers claiming that the cost of carriage is so great that they are unable to sell the books at the price set by the Department. Even in more favoured localities the cost of

text-books is often a determining factor in deciding whether boys and girls are to have a High School education. Where the cost is thus increased it is not hard to see that many who would otherwise enjoy a High School education must be forever deprived of this benefit. Nothing could be more unjust than that a child, through the accident of being born in this remote district, should have such an obstacle thrown in the way of his education. It is hard to suggest a remedy. Boards may now, it is true, purchase text-books at wholesale prices and supply them to pupils at cost price or free of charge; but they are reluctant to take this step as it would interfere with local trade. A better plan would be for the Department to establish local depots at these places and supply the books at the regular price. I believe that this plan could be easily worked out, and I would urge that in the interest of secondary education in these localities some such plan should be adopted.

Teachers

In my report of last year I gave the impression I formed of the High School teachers after working among them for six months. My association with them for another year has greatly strengthened that favourable impression. It is my confirmed opinion that no other servants of the public are more conscientious in the discharge of duty, none more hard-working, more faithful to high ideals and more self-sacrificing in the effort to attain them than the teachers in the High Schools. With natural and acquired abilities that would well fit them for success in walks of life that yield substantial financial rewards, they are content to work on, underpaid, often misunderstood, sometimes misrepresented, but cheerfully spending their strength in a noble effort to inspire the boys and girls who come under their influence with high ideals of citizenship and life. And the character of the ideals they have inspired is written in letters of gold in the records of Flanders' fields and beside beds of pain and suffering in the hospitals of Europe and Canada.

I have the honour to be, Sir,

Your obedient servant,

I. M. Levan.

December, 1918.

APPENDIX E

REPORT OF THE INSPECTOR OF MANUAL TRAINING AND HOUSEHOLD SCIENCE

The Honourable H. J. Cody, M.A., D.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit herewith my eighteenth annual report on Manual Training and Household Science as carried on in the schools of the Province.

Previous Reports

The reports for 1906-7-8-9, in addition to being printed in the report of the Minister, were published as separate pamphlets, were well illustrated with photographs of the work of the schools and received a wide circulation. These pamphlets are now out of print, but can still be seen in the Minister's Reports for those years. From 1910, the reports consisted of a tabulated list of schools in which manual training and household science are taught. These tables contained information on the teachers, salaries, number of pupils, length of lessons, accommodations and equipment.

Number and Location of Manual Training Centres

There are now ninety-three Manual Training centres in actual operation. These are situated in the following places: Brantford, Brockville, Chatham, Collingwood, Cornwall, Fort William, Galt, Guelph, Hamilton, Ingersoll, Kingston, Kitchener, London, Ottawa, Owen Sound, Port Arthur, St. Thomas, Sault Ste. Marie, Smith's Falls, Stratford, Toronto, Walkerville, Windsor, Woodstock, North Bay, Peterborough, Port Perry, Whitby, Oakville, Orangeville, and Listowel.

The larger cities—Toronto, Ottawa, Hamilton, London, Windsor—each have a number of centres, while in the smaller places one or two centres afford sufficient accommodation.

Co-Operative Action of Smaller Towns

There are still ten towns in the Province with a population of more than 5,000 each, that are without facilities for giving instruction in manual training and household science. Owing to the expense, lack of accommodation and properly qualified teachers, it is a difficult matter to introduce these subjects into the smaller urban communities. We have not yet fully learned the lessons of co-operation that we might learn from the older countries of the world, and it is in learning these lessons that the solution of this difficult problem lies. In these small towns there are often not enough pupils to employ the whole time of one manual training or one household science teacher. Why should not such towns combine to employ a teacher? He might spend one or two days in each place according to the size of the school population. The extension of radial railways and other transportation facilities should render this possible. I am looking into this situation with a view of forming several groups consisting of small places within easy reach of each other, that could be reached from a common centre.

Character of the Work

The character of the work being done in the manual training classes has undergone considerable change during recent years. The early arguments urged for the introduction of manual training were deliberately designed to satisfy labour organizations. It was loudly proclaimed that the subject had nothing to do with teaching a trade, that it had no connection with industry, and that it would not predispose boys to enter mechanical pursuits. The educational and "cultural" value of manual training has been stressed and the industrial value has been denied and ignored. Our industrial training should begin in the public schools. It is there and there only that the pupils can have given to them an industrial bias and bent which will lead them to consider productive industry as a profitable career and to investigate the prospects that it has to offer them. It is there that the erroneous ideas they have regarding industry in general can be corrected, and if our industrial education is to have a solid foundation the effect of a sound scheme of manual training cannot be over-estimated. Properly handled, the subject can be made as educational as the traditional subjects of the curriculum, and at the same time play a decided part in the industrial development of the boy or girl.

Manual Training and Household Science have both had to fight their way in the face of bitter opposition. Educational traditions were outraged, and therefore all those who had been reared on those traditions marshalled their forces, went forth valiantly to do battle, and in a large number of cases won the fight they waged. The idea that education could be given only through the classics long held sway, and it is not even yet dead; even mathematics and science were awarded tardy recognition; and it was really too much to expect that another subject could be allowed equal place with either classics or science.

Now, however, the subject is being increasingly recognized as both educational and industrial. Modified shop methods are being introduced into the schools. Visits to factories and various industries might be made. As far as possible the industries should be reproduced in the class-room, and every opportunity taken advantage of to relate the work closely to the industries of the locality. There should be given a proper appreciation of the value of time and the cost of material. To a large extent this is now being done, and the character of the projects constructed, all involving mechanical drawing, principles of mechanics and sound construction, suitability of materials, and proper finish, is gradually increasing in difficulty, beauty, and usefulness.

Exhibitions

Much good has been done by school fairs and exhibitions in various parts of the Province. Prizes are offered for work in manual training and household science. The work of the classes is often exhibited in a prominent store window and invariably arouses much interest. At the annual exhibition in Toronto, Ottawa, and London, space is allotted for an exhibition of work; a corner is fitted up as a class-room and demonstrations are given daily of the procedure of the ordinary manual training room. These exhibitions and demonstrations invariably draw large and interested crowds, and in this connection I should like to see established a permanent educational building in connection with the Toronto Exhibition. Such a building should show typical work of the grades throughout the Province, while classes in various subjects could be seen actually at work. It is certain that such a building would do much to stimulate interest in what is after all the chief business of the state—education.

Hindrances to Manual Training

While manual training in our schools is accomplishing much, the results are not what they ought to be owing to three handicaps under which it is working. These are: (1) The limited time allotted to the subject in the school curriculum, (2) the lack of elementary instruction, and (3) the scarcity of qualified teachers.

The time devoted to manual training is usually one and a half hours per week. In one or two very exceptional cases the lessons are two hours in length. It will be seen that in this limited time much cannot be done. A lesson of ninety minutes has to include mechanical drawing, bench work, talks on timber and tools, and a number of other things. In a school year of forty weeks this will amount to only twelve days of five hours each. If this work is to accomplish the purpose for which it was introduced and benefit the pupil as it is capable of doing, this period of one and a half hours should be at least doubled. Teachers, however, complain of an over-crowded curriculum, and claim that the necessity of preparing for examinations makes it impossible for them to devote more of the school time to the work. Generally speaking the pupils are anxious to spend as much time as possible at the work, and in some schools are allowed to spend all their spare periods in the manual training room. In some schools largely attended, voluntary classes are held on Saturday morning and from four to six o'clock in the evenings. In one case a very well attended summer school lasting for five weeks was held, and this is a practice to be commended and should be followed in many localities. Notwithstanding all these out-of-school activities the fact remains that much more time should be devoted to this subject on the ordinary time-table of the school.

Pupils unfortunately enter the manual training classes with very little knowledge of measurement, simple geometrical problems, mechanical drawing, tools and materials, and the result is that the first year in the manual training workshop has to be spent very largely in elementary work that should have been done at an earlier period in the education of the child. The curriculum provides for constructive work in clay, paper, cardboard and other materials, and though this is carried on in a large number of schools in the Province there are many in which nothing of the kind is attempted, particularly in the rural schools, where it could be made most valuable as busy work for those periods when the pupils of the ungraded schools are waiting for the teacher. This work is, however, growing in usefulness and popularity. Its aims and objects are being understood by the parents, and its scope and function are being appreciated by the teachers. Trustees are becoming more willing to vote the small sums necessary to carry it on, and where introduced with moderation and tact much good is accomplished. The help that elementary manual training can give to the other subjects in the curriculum is, however, not yet fully understood. It is too often looked upon as an entirely new subject having no relation to others, and when introduced in this spirit, though perhaps some good is accomplished, probably the time could be better spent. The work may be closely related to almost every other subject in the curriculum, and the closer this relationship is made the better will be the results in all subjects.

Every student now leaving the Normal Schools is well prepared to carry on this elementary manual training, having had a brief but thorough training in the use of simple tools and materials. These schools are well equipped for carrying on work of this kind, but I sometimes fear that the excellence of the equipment provided acts, in some cases, as a deterrent rather than as a stimulus. I am continually meeting teachers who hesitate to introduce this work, on the grounds that the material required is not easily obtained, or that the equipment is too expensive for the ordinary school.

It is not always the teacher with the most elaborate equipment and the most generous supply of material that accomplishes the best work. The art of makeshift is a useful study, and the resourceful teacher who is constantly on the lookout for ways and means is rarely at a loss.

One teacher, who found it difficult to obtain just what she required, begged a number of wall paper sample books, and from these her pupils constructed a number of useful articles.

Another teacher did the same from the covers of old copy and exercise books. These instances which could be multiplied are simply mentioned to show that inability to obtain the material usually employed, need be no barrier to the introduction of constructive work. This work is carried on in the ordinary class-room and usually assumes some form of modelling, cutting, and construction in paper and cardboard, sewing and weaving with various materials, and whittling in thin wood. A manual which is now in the process of revision, with special reference to the needs of the rural schools, is issued by the Department, and from this manual the willing teacher may obtain all the help she requires. In view of the importance of the subject and its influence both on general development and industrial education, the hope is expressd that the near future will see the introduction of some form of elementary handwork into every school in the Province.

There is undoubtedly a shortage of manual training teachers and owing to this, temporary certificates have been granted in several cases. A one-year course for training teachers has been held at the Ontario Agricultural College for several years, but the number taking this course is small, and the demand for qualified teachers in our own Province is not being met. Many of our teachers have been battling for freedom and others have gone to the West, thus rendering the shortage still more acute. An Elementary certificate has been granted after attendance at a summer school for two years, and this, though doing something towards relieving the shortage, has not done all that we could desire and has not given us teachers for advanced forms of work. In almost every country in the world it has been the practice to take men with the ordinary teacher's certificate, and in a course of one year or less, to give them the training which would make them efficient in the use of tools and capable of giving instruction in mechanical processes. That is we have been endeavouring to make a skilled artisan out of a teacher. This has been the traditional practice, but I am almost coming to the conclusion that the time has arrived for us to consider which will give us the better results—offering a training in pedagogy to a skilled and educated artisan or giving a training in skill to the professional teacher. Some of the best men in the work to-day came to us straight from the shops. Many of our best teachers recognize the need for shop training and are spending their Saturdays and holidays in various shops in order to acquire this training. Before specialist standing is granted the regulations require that a man shall spend one year in an approved shop. Many returned soldiers are enquiring how best to qualify as manual training teachers. Some of them are highly skilled. I have interviewed several of them and they impress me as desirable men to have in the schools. If the numbers warrant, we might consider whether a short course in pedagogy could not be established in order to qualify these men.

Farm Mechanics in Connection with Agricultural Courses

A recent departure has been the establishment of farm mechanics departments in connection with the agricultural departments of the High and Continuation Schools. So far, three of these have been formed—Whitby, Oakville and Port Perry. The idea at the back of these departments is that the progress of agriculture

and the success of farming operations depends very largely upon the condition of the material equipment of the farm. The work suggested for these departments is as follows: —

(1) To make articles required on the farm or in the home, e.g., wood-box, book-shelf, milk-stool, saw-horse, poultry feed boxes, butter worker.

(2) To put down cement sidewalks about the home; making cement fence posts, water troughs, etc.

(3) To use the farmer's hand forge and to learn to make simple repairs.

(4) To build, repair, and readjust farm gates.

(5) To repair barns and sheds, replacing broken windows, floors, partitions, steps, etc.

(6) To plan, make out bill for material, purchase, and build new poultry house, pig pen or shed.

(7) To build in new ventilators in stables.

Liberal grants are provided by the department and the work is meeting with much success. The aim is to carry on only such work as has a definite relation to that required on the farm. Mr. W. J. Black, when Commissioner of Agriculture, inspected the work of these schools and expressed the opinion that the work being done was just the kind required.

The method of procedure at Port Perry is interesting and instructive. The only accommodation available was an old woodshed, and it was decided to adapt this for the purpose. For several weeks the boys were divided into two classes of four each and they worked with the expert carpenters and cement men, and under their direction did a large portion of the work on what is to be the Farm Mechanics building. They jacked up the woodshed, cleaned it out, prepared the foundation and the whole floor space, and put in a cement foundation and floor.

The boys repaired and adjusted several pieces of furniture about the school, repaired a cupboard for the Household Science department and the tables and chairs in the Agricultural class-room. Home projects received considerable attention, and among these, after due care and deliberation, some of the boys have decided to construct small outbuildings at home, one a woodshed, one a chicken house, and one a pig pen. Another boy is preparing to lay a cement floor in one of his home farm buildings.

At Whitby, the farm mechanics shop is fitted with benches, tools, and forges. This room has proved too small for the work intended, and the boys are engaged in fitting up another shop. They have lined a part of the old gymnasium with building paper and are covering the walls with matched lumber. In this connection they will have to put in at least three doors and do the finishing around six windows. In addition to this each boy is planning to make a carpenter's bench for himself to take home at the end of the term. Other articles they made or have in the process of making at the present time are: fruit-picking ladder, saw-horse, trap nests, chicken fattening crates, nail boxes, etc.

The class in Oakville has also done good practical work. They have built the work benches they use and have made various articles such as a cement scraper, cement trowel, chicken feeder, fattening crate, model of farm gate, saw-horse, etc. In each case they made a working drawing and freehand sketch and prepared a bill of the material required.

Work of the character being done in these schools has a direct bearing upon the agricultural processes of the farm, and is viewed with great favour wherever it has been introduced.

Number and Location of Household Science Centres

There are ninety household science centres in operation in urban municipalities. These are situated in the following places: Belleville, Brantford, Brockville, Chatham, Collingwood, Cornwall, Fort William, Galt, Guelph, Hamilton, Ingersoll, Kingston, Kitchener, London, Niagara Falls, Niagara Falls, South, Ottawa, Owen Sound, Paris, Port Arthur, St. Thomas, Sault Ste. Marie, Smith's Falls, Stratford, Toronto, Walkerville, Windsor, Woodstock, Cobourg, Sarnia, Peterborough, and Port Perry.

Lack of Illustrative Material

The schools are all well equipped in the traditional manner, but are usually lacking in what may be called illustrative material. In every household science department there should be a collection of food products, both in their raw and manufactured states. Various manufacturers send out specimens showing the processes in the manufacture of their goods. Charts, showing the chemical composition of various food stuffs should be provided and every effort made to obtain such a collection of charts, illustrations and specimens as will give life and vitality to the multifarious problems with which Household Science should deal. Charts and models illustrating the principles of plumbing and ventilation should also be provided.

Character of the Work

The teaching of cookery is not simply the preparation of certain dishes, but includes much instruction in the nature and use of food, and the difficult art of choosing suitable nourishing and at the same time economical articles of food in order that the smallest incomes may stretch to meet the needs of even the largest families. As Ruskin says: "To be a good cook means the knowledge of all fruits, balms and spices and all that is healing and sweet in fields and groves, savour in meats; it means carefulness, watchfulness, willingness, and readiness of appliance; it means the economy of great-grandmothers and the science of modern chemists; it means much tasting and no wasting; it means English thoroughness, French art and Arabian hospitality; it means in fine that you are to be perfect and always ladies (loaf givers) and you are to see that everybody has something nice to eat."

I am pleased to note a growing tendency to place a wide interpretation upon the term "Household Science." Up to a recent date there was a strong tendency in many quarters to regard it as cookery only.

This branch is of great importance, but we do not live in the kitchen. The bed room, the bath room, the dining room, should also receive due attention, and for this reason the kitchen should not be regarded as the unit of equipment. The best schools in England and the United States are taking the whole house as a unit and their household science departments consist of kitchen, dining room, bed room, bath room, living room, etc. Several of the schools in the Province are adopting this plan. Some of the public schools in London and the Collegiate Institute in London have such apartments. In one or two of the Toronto schools, experiments are being conducted with a new type of equipment. A large room is divided by screens to represent the different rooms in the house and furnished accordingly. The girls are divided into groups and each group takes turn in working in the different rooms. This plan promises to give a more all round training than the one room used as a kitchen only.

Sick room cookery and home nursing should be given an important place in the curriculum of these schools, for though teaching people how to keep well

is one of the main purposes of household science, yet sickness will come and it is almost a commonplace to say that good nursing cures more patients than good doctoring. The care of young children is particularly important. Beyond doubt many children are sacrificed every year through want of attention—improper food and unsuitable clothing. A few straight heart to heart talks to the older girls, given by a tactful teacher, would be calculated to do much good. At the Girls' Technical High School, in New York, a very young baby is brought into the class and lessons given to the older girls on its bathing and general care. Though there is not perhaps the same necessity for instruction of this kind as exists in the crowded cities of England and the United States, there is still need for some of it, and as the towns and cities become more crowded the necessity will become more pronounced.

Household science throws light on all that group of facts and principles that has to do with a wise, economical and successful management of the household. It does not confine its interests to the chemistry of cooking or to nutritive values and comparative cost of various kinds of foods. It gives careful attention to pure water, pure food, personal and public hygiene, and to other topics that are closely concerned with health in the family and in the community. It deals also with lighting, heating, plumbing, sanitation and ventilation, and aims to show how the latest results of scientific research will contribute to greater economy in the home and longer useful service to society. Household Art has also an economic bearing upon individual and social life, and in addition to this, it has a refining influence upon the student because it helps to develop an appreciation of the beautiful and artistic and adds much to the capacity for enjoyment and service. These subjects are therefore of the highest importance because they bear an intimate relation to that most fundamental of all institutions—the home. Whatever ministers to its attractiveness and comfort makes a valuable contribution to the highest welfare of society. It is the opinion of many sociologists that of late years the influence of the home has been on the decline, and everything possible should be done to furnish such training for the future homemakers so that they may be able to meet adequately their heavy responsibilities.

Instruction in Sewing

In the majority of centres above enumerated, efficient instruction is being given in plain sewing and exceedingly good results are being accomplished, as is shown by the various local exhibitions of the work of the schools. This work is organized better in the City of Ottawa than anywhere else in the Province, and the efforts made here, and the results accomplished under the management of a special Supervisor of Household Science are well worthy of study by other Boards interested in this subject. The city of Hamilton has appointed a special director of sewing in the Public Schools and good results are expected from her work.

There is, however, a large number of schools throughout the Province where no sewing is taught, and for many reasons this is much to be regretted. Every English elementary school devotes at least two hours per week to this subject from the lowest grades to the end of the Public School course. The importance of the subject can scarcely be over estimated. The failure to teach it can hardly be understood, particularly when it is remembered that the equipment necessary is of the slightest and might reasonably be expected to be possessed by every girl. By needlework is not meant ornamental work, but ordinary plain everyday sewing. Every girl should be taught to use the needle, thimble and scissors well, quickly, and easily. This is far more readily accomplished when she is between seven and twelve

years old. The hand, the greatest and the most delicate of all instruments, is then supple and far more easily trained than at any other period. The mind is alert and the practice necessary to gain some degree of skill is not then looked upon as drudgery, as is often the case in later life.

Girls delight to sew, especially with their companions, and are interested when a graded course is followed, which they can see begins with simple exercises and increases in difficulty step by step until they find themselves able to cut, make and fit a garment, first perhaps for a doll and then for themselves.

Ruskin says: "Learn the sound qualities of all useful stuffs and make everything of the best you can get, whatever its price, and then every day make some little piece of useful clothing sewn with your own fingers, as strongly as it can be stitched, and embroider it or otherwise beautify it moderately with fine needlework such as a girl may be proud of having done."

Rural Schools

The manual training and household science dealt with so far in this report has concerned town and city schools, but the rural schools must not be neglected in this connection. If these subjects are as important as all educationists and intelligent public men now think they are, is it not a lamentable fact that a large number of the children attending the rural schools are not reaping the advantages they are capable of conferring? In my report for 1906 it was noted that nearly fifty-eight per cent. of the school population was being educated in the rural schools. That percentage has now fallen to nearly forty-six, and may not the reduction in the rural population indicated by these figures be attributable in part to the lack of educational advantages to be found in the country. It is neither Christian nor politic that nearly forty-six out of every hundred children should be deprived of the advantages of newer methods and modern practice which scientific researches in pedagogy have brought about. Of course the percentage of children not receiving manual training and household science instruction is much greater than this when it is remembered that many children in urban schools are not yet receiving this instruction, but it is the rural situation that is now being dealt with.

Surely the country child has a right to as good an educational opportunity as the child attending the best town or city school, and in order that this result may be assured much more money must be spent on the country school and it must be spent in a better way. It is unfortunate that we cannot consider educational problems without being hampered by the question of money, but we should at least look upon this expenditure in the right way. As a matter of fact, the money devoted to educational purposes, if spent wisely, is not expenditure. It is an investment in gilt-edged securities and will produce greater dividends than any bonds, stocks or shares, the world has yet known. The returns from this investment will be finer individual characters, more efficient men and women, and a higher type of citizens.

The money spent on the rural school must not be spent with the idea of making it like the city school. This is neither necessary nor desirable. A different environment renders necessary certain differences in organization and method, but equal opportunity should be provided. The opinion has been frequently expressed that the boy in the country, the boy on the farm, does not need manual training, as he gets enough of it in performing his daily tasks. This opinion is based very largely on the assumption that manual training and manual labour are terms of like meaning. Calvin Milton Woodward, one of the pioneers of the manual training movement, says on this point: "We are frequently told that the boy from the farm has had manual training, and it is true that he has had some manual train-

ing, but he has had a great deal of manual labour with it. I know because I was a farm boy and learned everything that could be learned on the farm previous to my college course. I learned to use correctly the hoe, the shovel, the plough, the scythe, the cradle, and the axe, but I never learned the proper use of bench tools. I knew nothing of drawing, nothing of the mechanical arts properly so-called. Nineteen-twentieths of my time was spent simply in hard labour, which had no education beyond an incidental and imperfect knowledge of crops and soils and the market. Manual training would have been of great value and a few lessons would have saved me much labour, time, and money."

The idea expressed in the above quotation is one that has hindered the spread of manual training in the rural schools. Another prevalent idea is that if the subject be taken the methods adopted must conform to those of the towns and cities. Any rural community that attempts to inaugurate this subject on the city plan is making a grave mistake.

The rural school has its own problems, and these problems are essentially different from those presented by a town or city school. The country school is fortunate in many respects, but in none more so than in the fact that it is surrounded with material and means for the best kind of manual training. In my report for 1906 a drawing was given of a cheap and efficient bench, and in the Manual Training Manual, issued by the Department, full directions are given for making a bench. This manual is now being revised and the revision will lay special stress on the requirements and possibilities of the rural school. There is no reason why every rural school should not have at least one bench and a set of common tools. Much lasting good could be accomplished by these simple means.

This work should keep in view the tools the boy will probably have at home and may well be directed to the making of articles which can be put to some immediate use at home or in the school. If in the school there are a number of large boys, the carpentry may well expand within a year or two so as to undertake the enterprise of building a small shop on the school grounds and fitting it up for working purposes. In several schools a light basement has been adapted to this purpose, and in others a bench has been built in one corner of the class-room.

With the right kind of a teacher, exercises may be given in the sewing of leather and in the splicing of ropes and knotting finding practical application in the mending of harness, making of halters, etc., as the necessities of the farm may require. Some practical lessons in painting and glazing may be given, and opportunities are not lacking for applying the knowledge and skill thus gained to the school or farm buildings. Tumbledown fences, broken window panes, sagging doors, broken locks or latches, ill-kept grounds, untidy paths, broken chairs and ricketty tables will not be found where all have pride in their school and the boys have been taught how to make things and do simple repairs. Many country schools in the Province are paying attention to these things, and with proper encouragement the outlook for the future is bright.

Household Science in Rural Schools

For the past twelve months my attention has been largely concentrated on the country schools, particularly in the direction of household science and the provision of a hot dish for the noon-day lunch of those pupils who are compelled by the distance they live from the school to take their lunch packed in a box or other receptacle. In this connection, I have addressed Teachers' Institutes, County and Township Trustees' Associations, Women's Institutes, Normal Students, and have

visited a large number of rural schools in company with the Public School Inspectors and have met the trustees of individual schools. I have invariably found the rural school trustee willing to listen, and in a large number of cases they are ready to allow the teacher liberty to work out the scheme of simple household teaching combined with the serving of a hot dish at noon.

It may be of interest to outline in detail the steps that have been taken in this connection.

Instruction in Normal Schools

1. The instruction in this subject in the Normal Schools has, for the past eighteen months, been specially directed to the needs of the rural schools. Generally, methods have been outlined and worked out with the limited possibilities of the one room school in view. The instructors in the Normal Schools have been expected to visit the rural schools affiliated with the Normal in order that they might see the conditions that have to be met and to devise the best ways of meeting them. In this connection the Normal Schools should be regarded as a sort of clearing-house and a source of information for the teachers of the district. This idea is being worked in several of the schools. The work being done by the Hamilton Normal School may be taken as an example. Here, Dr. Morgan, Mr. Robinson, the Public School Inspector, Miss Elliott, the Instructor in Household Science, and Mr. Painter, the Manual Training Instructor, are all co-operating in an active campaign to introduce household science and manual training into every rural school in the County of Wentworth, and their efforts are meeting with the greatest success. A number of the teachers in the schools of this county have asked that Saturday morning classes be established in order that they may meet the instructors for the discussion of the difficulties and problems they meet with in the actual teaching of these subjects in their schools. When teachers are willing to give up Saturday mornings for professional improvement and in order that they may render better service to the community in which they are working they should be given the greatest encouragement, and I recommend that such classes be formed wherever requested. In some of the Normal Schools such as Hamilton and Peterboro', the instructors devote part of their time to public school teaching of manual training and household science. They should be relieved of this work, and the time thus gained could be very profitably spent in visiting the rural schools to assist the teachers of these schools. Notwithstanding the triteness of the saying, "As is the teacher so is the school," I very much question whether we even yet recognize its importance. These newer subjects depend almost entirely upon the sympathy, the initiative, and the resourcefulness of the teacher, and I venture to say that, given a sympathetic, willing teacher, that there is not a school in the Province where much useful work along these lines may not be done. The suit-case teacher who packs her grip at noon on Friday, takes it to the school with her, catches the first train after or sometimes before four o'clock, and shakes the dust of the section from off her feet and puts all thoughts of her work out of her head till it is time for her to catch a train on Monday morning, is not unknown. Recognizing the importance of the teacher, no efforts should be spared to give our Normal students the fullest equipment in these newer subjects. The time that they are able to spend on manual training and household science is very limited, and some such plan as the Saturday morning classes above referred to would do much to overcome this obstacle.

Special Equipments for Rural Schools

2. Recognizing the fact that the introduction of household science into the rural schools has been hindered by the prevalent idea that a separate room, elaborate equipments, plumbing, etc., were necessary, special equipments have been designed and a modified form of equipment suitable for use in the rural schools is in use for demonstration purposes in most of the Normal Schools. Such equipments were first designed in Hamilton and London Normal Schools by the co-operation of the manual training and household science teachers. These equipments are now in successful use in many rural schools. One firm in the Province is making a special effort to popularize these and has set apart a room in the store for the exhibition of both the manual training and the household science equipments. These exhibitions are continually being visited by interested teachers and trustees. The equipments consist of a two or three flame burner oil stove, enclosed in a cabinet, and a small cupboard containing the necessary utensils. When not in use, there is nothing to show the special character of the equipment. It occupies but a small space and can be placed in a corner of the ordinary one-room school. To the designing of this equipment, I attribute much of the success that has attended our efforts to introduce household science and the school lunch into the rural schools, and the thanks of the community are due to all who have co-operated in its production.

Summer Schools

3. In 1918, for the first time, a grant was provided to pay the expenses of teachers attending the summer schools in household science after they have taught the subject for one year. Previous to this year teachers attending summer schools in household science did so at their own expense. Under these circumstances the teachers were of course financially predisposed to take courses in Agriculture in which their expenses were paid rather than in Household Science, and this is a handicap no subject should be asked to work under. These subjects are equally important and some teachers are best fitted for one and some for the other, and they should be free to choose, unhampered by financial considerations. Manual training has still to meet this handicap, and this condition should be remedied in the arrangements that are being made for the next summer school.

Grants in Aid

4. Grants have been provided in order to aid trustees in installing the equipment and for its maintenance afterwards, and to encourage the teachers with an extra grant when a hot dish is served for the school lunch. The financial objection raised by trustees is thus almost entirely removed. The scheme now in force makes it possible for any teacher with a Normal School diploma to teach the subject, and the too frequent changes of teachers in the rural school will not interfere with the continuity of the work so much as formerly.

Co-Operation of Public School Inspectors

5. The introduction and success of these subjects depend very largely upon the sympathy and co-operation of the Public School Inspector. With the object of securing that sympathy and co-operation the Inspectors attending the Summer School in Agriculture at Guelph were addressed on the subjects and official circulars have been issued to them at various times.

6. At the beginning of the school year, I planned to spend a week or more with Public School Inspectors visiting their schools, with the object of influencing

the teachers and trustees in this direction. This plan was carried out in a number of cases, but many of the schools were closed for prolonged periods on account of the influenza epidemic, and this somewhat interfered with the scheme. I am convinced, however, that the most good can be accomplished by getting into active personal touch with the trustees and the teachers. This and other features of the work are growing to such an extent that I need assistance if the ground is to be properly covered. The Inspectors are remunerated at the rate of $8.00 per school in which agriculture is taught. No such condition exists in the case of manual training and household science. I will not draw any conclusion, but content myself with expressing the hope that the time is not far distant when inspectors will be paid an adequate salary, not depending on the fact that agriculture, manual training, household science or any other particular subject is taught in their schools.

Manual on Household Science for Rural Schools

7. In order to assist the teachers in equipping their schools for this work, teaching the subject and serving the school lunch, a manual has been prepared, entitled, "Household Science for Rural Schools." This gives the fullest information and help and has been well received. The Director of Women's Institutes has asked that two copies be sent to each Institute in the Province, and it is hoped in view of the influence and importance of these organizations that arrangements can be made to carry out this request. There is no other organization in the Province that can do so much for the rural school as the Women's Institutes, and I am taking every opportunity of addressing them on this subject and am ready at all times to accept invitations for this purpose.

The Hot Dish for the Rural School Lunch

I attach great importance to the school lunch, and the hot lunch at noon offers one of the best methods of approach to household science. Owing to the fact that many pupils live far from the school, it is impossible for them to go home for the mid-day meal, and they are thus dependent upon lunches which they bring with them. Very frequently they are allowed to eat their lunches where and how they please, and the method chosen is conducive neither to comfort nor to health.

In many cases the lunch does not attract the pupil. It is often carried without proper wrapping in a tin pail and it then absorbs the taste of the tin: again, it is often wrapped in a newspaper and is flavoured with printer's ink; occasionally it is wrapped in cloth not too clean. Conditions such as these are not fair to the pupils. They come a long way to school, often over poor roads; and it is necessary, for both their physical and their mental development that they should receive adequate nourishment served as attractively as possible. In practice the advantages of the hot lunch have been proved to be as follows:—

(1) It enables the pupils to do better work in the afternoon.
(2) It adds interest to the school work and makes the pupils more ready to go to school in bad weather.
(3) It gives some practical training and paves the way towards definite instruction in Household Science.
(4) It gives a better balance to meals, and as compared with a cold lunch it aids digestion.
(5) It teaches neatness.
(6) It gives opportunity to teach table manners.
(7) It strengthens the relationship between the home and the school.

Consolidation of Rural Schools

We shall not be able to do all we can in the rural school until we have a system of consolidated schools. However, it would not be wise to wait, but do what can be done under existing conditions, and there will always be certain districts where consolidation is not feasible or for various reasons cannot be brought about. One of the earliest arguments urged in favour of consolidation was its greater economy as compared with the old district system. However, in the gross amount of money expended consolidation as a rule costs more, and this fact should be squarely faced. It has been proved beyond contradiction, however, that the cost per pupil per month at the small school before consolidation is greater than the corresponding cost after the consolidation. That method which is the most successful in getting the largest number of children into a good school for the greatest number of days is in the last analysis the cheapest.

The farmer should not be told that consolidation costs less, but that he is getting better value for the money he is spending. He must be taught to apply to his expenditure for education the principles he applies when he is purchasing a binder, a plough, or any other piece of farm machinery. If by the expenditure of a few dollars extra he can get a much better article it is economy, as a rule, to purchase the article costing the larger sum.

There are enough examples of successful consolidation in the United States to prove that when properly conducted it will solve many of the problems of rural education. Admitting this, the next question is how it may be brought about. If our schools were managed by county or township boards of trustees consolidation would be a comparatively easy matter. Under the present state of the law the people themselves must vote on its adoption. The voters in the districts where consolidation is most needed are often loath to change, unprogressive in educational affairs, jealous of those living in other districts, and lacking a proper conception of the importance of the best educational facilities. It has been said "Progress by consent of the voters is a slow and arduous undertaking. Matters involving the fate of nations are often settled more easily than are proposals for the improvement of the rural schools." Under these circumstances a campaign is generally necessary in order to induce the people to adopt the plan. First, the general school situation in the county should be studied. Unless this be done, several very undesirable things are likely to happen: a few isolated one-room schools may be left too far from the central school; schools may be placed in districts where the population is changeable, necessitating a change later to a more favourable location; and more consolidated schools are likely to be organized than are actually required. This latter danger should be more carefully guarded against than in the case of the school section, as a consolidated school unwisely located may easily encroach upon the field of neighbouring schools and thereby become a source of permanent irritation and annoyance.

The data to be obtained in the study of the county situation consist of information regarding the location and value of each school and its equipment, the distances the schools are apart, the number of teachers employed, together with their salaries and qualifications, so as to obtain some indication of the educational conditions of the community; the location of the farm homes, the condition of the roads, topographical features, such as streams, hills, etc. the number of pupils, their ages and scholastic attainments, the population depending upon each school, and the distance at present travelled by each pupil to reach the nearest school.

The data should be indicated on a map of the county, with all proposed consolidations, the suggested wagon routes, and the probable number of pupils to each school. Such a map will give a clear and comprehensive view of the school situation as a whole. The compilation of the data does not mean that a widespread agitation for consolidation throughout the whole county should be begun at once. This would be a most unwise proceeding and would probably lead to failure. There are many communities that would strenuously oppose such a movement; there are many others with an open mind toward consolidation. In many localities the subject is not understood. In some places the opposition is stronger than in others, and this opposition may be best overcome by an actual examination of a school of the new type.

The adoption of consolidation depends not only upon the way the people regard it, but also upon the feelings that exist between the communities that are to be parties to the consolidation. A community in which the best educational spirit prevails should be chosen for the initial experiment. The agitation should not be sprung upon the people suddenly, nor should they be given the idea that consolidation is to be forced upon them. A small committee consisting of the teachers of the schools to be consolidated might first be formed. The early discussions should be for the purpose of giving information and not for argument. This information can be given by visiting in the homes and by describing some good schools to the children.

This quiet campaign of instruction may be followed by a series of educational meetings at the schoolhouse and the church, and discussions through the newspapers. The normal school, the church, the high school, and the agricultural college should all be called upon for aid. The chief point to be aimed at is the creation of a desire for co-operation, and a broader, closer relationship between the different communities; and if this can be accomplished, many of the difficulties will vanish.

By this time the district may be ready for a really aggressive campaign. It is an excellent plan to have at this stage a lecture illustrated by lantern slides, picture charts, etc., given by some person who has made a thorough study of consolidation. The Department of Education should provide this. Meetings of the people should be held in every schoolhouse, and combined meetings of all the sections should be held later. At these meetings the methods proposed for adoption and the advantages to be gained should be laid clearly before the people, questions being invited and the fullest discussion encouraged.

If the district has any wealthy farmers it might be possible to induce them to look upon the consolidated school as a fit object on which to expend their wealth. Why should not the rural school be endowed as well as the university? The whole agitation should be kept up until the people are thoroughly aroused, and the vote should be taken when the interest is well established. In view of the splendid possibilities for the efficient teaching of agriculture, manual training, and household science, and the general reorganization of country life, which the consolidated school provides, any efforts that may lead the people to adopt consolidation will be amply repaid in the securing of a richer country life and a more decided vocational efficiency among the dwellers in the open country.

Letters from Teachers

I may conclude this report with quotations from letters received from teachers who have lately commenced the teaching of household science in connection with the hot lunch:—

"I must thank you for converting the trustees here. We have all the equipment for the hot lunches and began work last Tuesday. They have been successful so far, even though the cocoa did scorch once. At the annual meeting it was voted on and carried unanimously. Besides being good for the children, the honour even of giving out teaspoons is a goal to be sought for by the first class. So we all have the benefit. Thanking you for your kindness."

"I am one of the teachers who was present at the recent trustees' meeting in Shelburne, and wish to introduce the "Hot Lunch" system in my school. For that purpose we held a ratepayers' meeting to-night and the motion was adopted with a large majority."

"We have got the hot dish for lunch going. The Board did not favour it, but as the children were anxious we are going to manage it with no cost to the Board but the oil used in cooking. Our variety covers only three dishes yet—cocoa, apple sauce and soup—but by the end of the month we hope to have macaroni and cheese and scalloped potatoes. . . . The interest in what we have attempted so far has been excellent. The boys peel the apples and wash the dishes as cheerfully as the girls do."

"A boy of twelve came to me last May who was known in the surrounding country as a 'tough one.' I soon discovered that he was on the downward road and travelling very quickly. . . . I am glad to say I can see a great improvement in him and I firmly believe that more was accomplished by securing his interest in school through manual training than any other way. He was very fond of using tools and has been a good help to me in successfully commencing the new work in our school. . . . The school is one-roomed, there being no basement. But with all we found plenty of room for the equipment. I am having a work-bench made by a carpenter in my section and have planned it so there will be a large drawer which can be locked, with compartments for the tools. . . . I find that the children are very careful with the equipment and take great pride in the care of it. Each child has a book in which his sewing is kept, also the recipes given in the cooking lessons. As the equipment itself costs more than the amount of the grant this year I am depending on the children to help with the supplies and they have not as yet needed a hint. Since the first sewing lesson contributions ranging from the finest silks to the coarsest material, not mentioning the needles and thread of every hue, have been brought until I have to stop them. . . . I am very glad I put my boys in the sewing and cooking classes. They are as interested as the girls and are really doing the better work and the girls do enjoy the manual training. In the manual training we are spending the first few lessons in mending any broken furniture about the school. . . . One day the boys caught a rabbit at recess and the children begged to have that rabbit for dinner, so I superintended the dressing of it, and we roasted it in the toaster, and if you care for rabbit meat at all you would have enjoyed a morsel of that, because it really was delicious."

"In our school we have a large table which we use each day for dinner. Two girls spread the table cloth; another places the flowers in the centre. Each girl in II, III, IV grades has her work to do, and in five minutes the table is set."

"It is such a splendid undertaking that I wish I could do 'missionary work' along this line in every school in the vicinity. We need you, Mr. Leake, for this work. If you could visit every section we soon would have household science in every school. Truly it is 'missionary work,' for the heathen are not all in foreign lands. When the teachers who are real 'live wires' have to deal with School Boards who are as 'dead as door nails,' believe me it is martyrdom. I explained this phase of the Household Science to my secretary-treasurer, and he seemed a little favourable. A week later I learned that he had interviewed the rest of the Board, and they opposed the entire scheme, calling it all 'new fangled nonsense,' and suggesting that the sooner such nonsense was stopped the better for the school. I requested a meeting of the Board. After I had preached my little sermon the entire Board was enthusiastic for the 'hot dinners' and wrote out the $40.00 cheque for me with instructions to instal in the school room the necessary equipment at once. This we have done."

"The main obstacle, of course, was the financial one. Since the trustees could not be persuaded to furnish the money for utensils, I bought the necessary ones, and the children each brought a little money from home for the necessary supplies. . . . We made a very nice cupboard with several shelves in it. Each child has his own nail for his cup and place for his spoon. On one shelf we keep supplies, on another towels, and utensils on another. Over the front we have a pretty curtain. . . . The children are all so interested in work of this description and appreciate the hot drink so much. It seems to make them more anxious to attend school, and I also find their afternoon's work is much improved."

In concluding this report, I wish to thank you, sir, for the interest you have displayed in the work in which I am engaged and for the encouragement you have already given me in its prosecution. My thanks are also due to the Deputy Minister and to the Superintendent, who have been always ready with reliable advice and helpful suggestions in dealing with situations that are often troublesome and difficult.

I am, yours obediently,

ALBERT H. LEAKE.

Toronto, January, 1919.

APPENDIX F

REPORT OF THE INSPECTOR OF ELEMENTARY AGRICULTURAL CLASSES

To the Honourable H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I beg to submit for your consideration a report on the Elementary Agricultural Classes in connection with the schools of the Province for the year 1918.

I have the honour to be,

Sir,

Your obedient servant,

J. B. Dandeno,
Inspector of Elementary Agricultural Classes.

January, 1919.

The duties of the Inspector of Elementary Agricultural Classes include: (1) The inspection of Agricultural classes in Collegiate Institutes, High Schools, Continuation Schools and in Normal Schools; (2) a general supervision of the teaching of Agriculture in the Public and Separate Schools, including the approving of teachers' reports and trustees' statements; (3) attendance upon Teachers' Institutes and taking part in the programmes as frequently as possible; (4) visiting Secondary Schools which have not yet introduced classes in Agriculture to discuss the situation; (5) addressing public meetings, such as township institutes, county trustees' associations, county councils and the like, with the object of explaining the situation with respect to the teaching of Agriculture in the schools; (6) a supervision of the Summer Courses for teachers at the Ontario Agricultural College.

Ungraded Schools

Agriculture is quite rapidly becoming established throughout the Province of Ontario as one of the subjects of the Course of Study. The subject is optional and Boards of Trustees may introduce it or not as they see fit. There is a considerable feeling among Inspectors, Teachers and others that this subject should now be made an obligatory subject in all rural schools. As there always has been, and is still, a feeling among the farmers themselves in opposition to the introduction of Agriculture, it would seem to be the wisest mode of procedure to break down this spirit of opposition by propaganda and argument, by example and illustration, rather than by a prescribed regulation. The work is making such satisfactory progress without any compulsion that, for the present, at least, it should

be left as an optional subject. If the subject, as an option, becomes general we shall be justified in assuming that the country people are not only ready to support it, but are convinced of its importance as a regular subject for the curriculum of a rural school. The following quotation indicates something of the general situation:—

When we started teaching agriculture the majority of the people were opposed to it. They are rapidly changing their opinion now. One of the most prejudiced men even invited me to take my class to see him pack his bees for winter. We went. . . . . Next year we will have a school garden on the school grounds.

M. A. Foley, *Teacher*,
Hudson School, Nipissing.

Opposition is rapidly passing away, and in a recently settled district, such as Nipissing, the work is especially applicable.

If the young pupils are induced to take a greater interest in Agriculture the parents are also likely to do so. The following statement, not at all uncommon in reports from schools in which this subject is taken, calls attention to what is one of the best features of the work:—

Pupils now look on farming as one of the most dignified and useful forms of labour in which they can engage.

A. E. Scott, *Teacher*,
Schumacher, Algoma.

The influence upon the home life of the pupils may be inferred to a certain extent from this quotation:—

I am sending you a few specimens of potatoes and other vegetables taken from our school garden. The pupils and community have taken a great interest in our school garden and have given considerable time and energy to make it a success. We realized some $15.00 from the sale of the products. This is being utilized in getting pictures to decorate our school. A number of the pupils who will be leaving school next year are planning to have gardens of their own to make pocket money for themselves.

Mina Currie,
S.S. No. 2, Devlin, Rainy River.

The work of the school garden has therefore some direct influence upon the occupation at home. This being the case, pupils will likely see greater possibilities in farm life and, therefore, will not be influenced to so great an extent by the lures of the large city.

To make the best out of the teaching of Agriculture in the rural schools, some, or all, of the material grown in the school garden should be used in the school for the noon lunch. In this way a certain amount of domestic science of the very best kind can be carried on. Note the following:—

Some of the produce—two bags of potatoes—of the garden were kept for our hot noon lunch. . . . Each child brought a soup dish, cup, spoon, fork and table napkin. All but the largest of the cooking utensils as well as additional supplies were brought in. The Board supplied the oil stove.

This is the best possible use that could be made of the produce of the school garden. In some schools certain material was canned for use in the classes. The foregoing related particularly to schools in the newer parts of the province.

The school garden is rapidly becoming an essential part of the equipment for the teaching of Agriculture, and also an important factor in domestic science. The following taken from a report by the teacher bears out this point:—

I feel sure that the work was successful and that the pupils were interested. We had a garden 100 feet by 150 feet, and in it we grew vegetables from which we sold about six dollars' worth, and the rest we put in the cellar for use by the domestic science

class for noon lunches during the winter—one and a half bags of potatoes, ten baskets of carrots, three baskets of beans, two baskets of parsnips, and two baskets of kohl rabi and salsify. The domestic science class canned six baskets of tomatoes and dried five dozen ears of corn all obtained from the garden.

E. M. Moffatt, *Teacher*,
Ancaster.

It should be noted that the practical side, important in its way, is only secondary when compared to the educational side. The lessons in cultivation of the crops named and the experiments in canning both have to do with far-reaching problems in science. Quoting from another report:—

Agriculture has been taught for several years in this school, with which there has been a school garden for experimental work. Each year has shown an increased interest, not only of pupils, but also of parents, who have donated seeds, flowers, bulbs, etc., for vegetable and flower gardens. For two years the pupils have worked with a "cold frame" in which has been grown lettuce and radishes for early use and other plants for transplanting. The products of the garden were exhibited this year for the first time at the County Fair.

A. L. Dunning, *Teacher*,
Cumberland, Russell Co.

As has already been pointed out, the work of the school in this direction particularly has an important bearing upon the homes:—

A few out-door bulbs and hardy perennials grown at school have been so interesting and satisfactory that perennial borders are appearing in different parts of the section. Along with this might be mentioned a well-kept lawn that has set a good example which several have followed.

C. E. Smith, *Teacher*,
S.S. No. 3, Edwardsburg.

Quoting from another teacher in the same county:—

Our school grounds are about one acre in extent, and therefore will not permit of having a large school garden. The location of the grounds is, however, ideal, situated as they are on the banks of the St. Lawrence on the main highway between Brockville and Prescott.

N. Powell, *Teacher*,
S.S. No. 1, Augusta, Blue Church School.

What an influence for good is a well kept school ground on the main road. In some cases, where the Board has provided a lawn mower as part of the equipment, the boys have not only trimmed up the grass on the ground about the school building, but also the roadside in front.

Occasionally we hear objections offered to the teaching of Agriculture on the ground that it might interfere with the work of the regular obligatory subjects. There is nothing in this objection as stated in the following:—

We do not find that agriculture in any way interferes with other branches of study; on the other hand, it furnishes material for many lessons in other subjects—art, nature study, geography.

F. Metcalf, *Teacher*,
S.S. No. 11, Augusta.

The improvement of conditions contributing to the education and development of rural school pupils is of far-reaching importance. The standing of Canadian citizenship in the future rests largely upon the boys and girls now in attendance at the rural schools. These boys and girls are now working in rural schools many of whose buildings and sanitary equipment are altogether inadequate. Even

the lighting, heating, and ventilation are, in very many cases, not what one would expect to find. When these conditions in country schools are compared with similar conditions in our cities, we can easily see one reason why people move from the country to the city. Why should city children—many of them foreign—have so many more comforts than country children? It is not here contended that city children have better accommodations than should be provided, but rather that country children deserve something better than they now have. They should not be regarded as a by-product merely.

Agricultural education is accomplishing something in the direction of improvement in the matter of increased interest and enjoyment of the school programme and, to some extent, in beautifying the grounds and building; but much yet remains to be done. Farmers are sometimes willing enough to lend assistance when they are led to see what really can be done by a teacher who will lead. In a certain school, when the teacher asked for a fence in front of the school building, the trustee replied that he attended the same school, and if it was good enough for him it ought to do for his children. The teacher took the matter into her own hands, and with the aid of the pupils, boys and girls, levelled up the ground in front, cleared off stones, cans, and wire, and planted a flower bed. She had part of the land plowed up for a school garden. The change for the better was so noticeable that a new fence was put up the next year, new closets built, and in fact the teacher now can get what she asks for.

The teaching of Agriculture has, as a rule, a tendency towards improvement of grounds and buildings. It has also a tendency to increase the interest of the farmers in their schools.

It might be well to point out that the amount of money spent in the encouragement of the teaching of Agriculture in the rural schools is money wisely spent since it promotes, as I have already stated, not only the development of Agriculture and the consequent enrichment of the country, but it also encourages a keener appreciation of farm life. Moreover, through the school gardens and home projects of schools conducting classes in Agriculture, an amount estimated from the reports of teachers and Boards at $120,000, was produced in 1918.

The Close of the War

There is no institution upon which the war situation has so great an influence as that of the rural school; and rightly so, the children in the rural schools are truly Canadian, many of them with two or three generations of Canadian ancestors, and these ancestors are very largely from the British isles. In the cities—the larger cities particularly—foreigners from other European countries are rapidly becoming an important part of the school population; not so in the case of the country schools. And there is nothing surer than that rural boys and girls will become leaders in the Province in the next generation. It will be largely these boys and girls who will shape the destiny of Canada.

The war conditions have caused people to think as never before. People realize now that a large portion of the efforts of human lives have had to do with unessentials. To carry on the war these unessentials were brushed aside and people were brought face to face with fundamentals.

The following list shows the graded and ungraded schools conducting classes in Agriculture during the whole or part of the year 1917. Graded and ungraded schools are not separated in this list:—

Schools with Classes in Agriculture, Calendar Year 1917

ALGOMA—*L. A. Green*
1 Aberdeen & Galbraith
2 Johnston
4 Korah
1 Laird
4 Laird & MacDonald
3 Lefroy
1 MacDonald
2 "
4 "
1 Tarbutt
2 " & Laird
1 Tarentorus
2 "
3 "
2 Thessalon
4 "
3 St. Joseph
4 "

BRANT—*T. W. Standing*
14 Brantford
23 "
15 Burford
21 "
5 Oakland.

BRANT—*E. E. C. Kilmer*
Brantford:
Dufferin
Ryerson

BRUCE—*J. McCool*
7 Amabel
2 Brant
2 Carrick
4 "
6 "
13 "
Tara

BRUCE—*W. F. Bald*
15 Bruce
11 Culross
2 Huron
3 "
13 "
U3 Kincardine
8 Kincardine
9 "
1 Saugeen

CARLETON—*Thos. Jamieson*
6 Fitzroy
3 Gloucester
5 "
U3 North Gower
11 Osgoode
1 Torbolton
5 "

DUFFERIN—*W. R. Liddy*
3 Amaranth
5 "
11 "
4 E. Garafraxa
16 E. " & Amaranth
11 E. Luther
4 Melancthon
6 - "
10 "
U 12 Mono & Amaranth
U 13 " & 7 Adjala
1 Mulmur
4 "

DUNDAS—*J. W. Forrester*
Chesterville
1 Matilda
2 "
4 "
5 "
6 "
7 "
8 "
9 "
9½ & 15 Matilda
10 Matilda
12 "
13 "
14 "
15 "
16 "
17 "
18 "
19 "
23 "
Morrisburg
1 Mountain
2 "
3 & 14½ Mountain
4 Mountain
5 "
6 "
7 "

GREY—*H. H. Burgess*
2 Derby
2 " & Sydenham
4 Sullivan
5 "
12 Sydenham
16 "

GRENVILLE—*T. A. Craig*
1 Augusta
5 " & 19 Edwardsburg
7 "
9 "
10 "
11 "
13 "
1 Edwardsburg
8 "
10 "
13 "
14 "
27 "
1 S. Gower
3 S. "
1 Oxford & 5 Marlborough
3 "
5 "
6 Oxford
7 "
8 "
13 "
16 "
17 "

GLENGARRY—*J. W. Crewson*
1 Charlottenburg
2 "
3 "
6 "
10 "
12 "
13 "
15 "
17 "
18 "
U 21 & A. "
9 Kenyon
11 "
15 "
16 "
22 "
2 Lancaster
5 "
6 "
7 "
17 "
1 Lochiel
5 "
11 "
12 "
14 "
Maxville.

GREY—*R. Wright*
2 Bentinck
8 "
9 Egremont
9 Glenelg
16 Normanby

HALTON, etc.—*J. M. Denyes*
14 Beverly
U.A.E. Esquesing
1 Esquesing
2 "
3 "
6 "
3 Nassagaweya
5 "
6 "
3 Nelson
4 "
8 "
11 "
15 "
2 Trafalgar
3 "
6 "
7 "
8 "
18 "

Schools with Classes in Agriculture, Calendar Year 1917—Continued

HASTINGS—*J. E. Minns*
12 Huntington
13 Hungerford
6 Madoc
7 "
11 Marmora
3 Rawdon
13 "

HASTINGS—*H. J. Clarke*
2 Sidney (Avondale)
2 " (Bayside)
5 "
13 "
19 "
20 "
22 "
23 "

HASTINGS—*H. J. Clarke*
1 Thurlow
3 "
9 "
12 & 14 "
20 "
22 "
4 Tyendinaga
10 "
11 "
14 "
15 "
29 "

HURON—*J. E. Tom*
8 Ashfield
Bayfield
Exeter
4 Goderich
2 Hay
3 "
6 "
7 "
8 "
14 "
6 Stanley
14 "
4 Usborne
5 "
6 Usborne & Stephen
2 W. Wawanosh
3 "
17 "

HURON—*J. M. Field*
8 Gray
11 "
4 Morris & Turnberry
11 "

KENT—*W. H. G. Colles*
3 Camden
U3 " and Chatham
4 "
U4 "
5 "
8 "
10 "
12 "
1 Chatham & Camden
2 " "
4 "
18 "
1 Harwich
2 "
2½ " & Raleigh
3 "
4 "
5½ "
6 "
7 "
9 "
10 "
11 "
12 "
13 "
13½ "
14 "
17 "
1 Howard
2 "
3 "
4 "
10 "
12 "
14 "
16 "
2 Orford
3 & 4 "
9 "
10 "
11 "
12 "
3 Raleigh
3 " & Harwich
4 " "
5 "
10 "
1 Zone
2 "
3 "
4 "
5 "

KENT—*J. H. Smith*
1 Chatham
2 "
3 "
5 "
6 "
6 S. "
7 "
8 "
9 "
10 "
11 "
14 "
17 "
19 "
2 Dover
4 "
5 "
6 "
8 "
11 "
12 Dover
14 "
5 Raleigh
U6 " & Dover
7 "
9 "
12 "
1 Romney
2 "
4 " & 12 Mersea
5 "
7 "
1 Tilbury E. & Raleigh
2E " E.
2W " E.
3N " E.
3S " E.
3M " E.
4 " E.
7 " E.

LANARK—*F. L. Michell*
2 Bathurst
3 "
4 "
5 "
6 "
12 "
18 "
1 Burgess
7 "
6 Dalhousie
11 Drummond
12 "
13 "
15 "
16 "
17 "
Lanark
8 Lanark
12 "
1 N. Sherbrooke

LANARK E. AND CARLETON W.
—*W. C. Froats*
4 Beckwith
5 "
7 "
U 10 "
4 Goulburn
5 "
6 "
8 "
10 "
13 "
16 "
1 Huntley
3 "
6 Marlborough
1 Montague
2 "
4 "
6 "
15 "
1 Pakenham
2 "

Schools with Classes in Agriculture, Calendar Year 1917—Continued

6 Pakenham
7 "
1 Ramsay
6 & 7 "
8 "
11 "

LAMBTON—*Henry Conn*
8 Bosanquet
7 Plympton
1 Sarnia
3 "
6 Sombra
11 "
19 "
Wyoming

LAMBTON—*N. McDougall*
3 Brooke
5 "
17 "
10 Dawn
20 Enniskillen
22 "
23 "
1 Euphemia
3 "

LENNOX & ADDINGTON—*M. R. Reid*
6 Sheffield Con.

LEEDS—*W. C. Dowsley*
2 Elizabethtown
7 "
8 "
10 "
13 "
17 "
19 "
1 Kitley
4 & 7 Kitley & Elmsley
13 Kitley
16 "
1 & 3 Young & Elizabeth

LEEDS—*J. F. McGuire*
3 Bastard & Burgess S.
7 "
15 "
2 S. Crosby
3 "
5 "
16 "
5 S. Elmsley
1 Leeds & Lansdowne Ft.
4 " "
10 " "
13 " "
16 " "
17 " "
2 " " Rr.
4 " "
7 " "
8 " "

LINCOLN—*Geo. Carefoot*
6 Caistor
1 Clinton & 2 Louth
U 3 Clinton & 4 Louth
3 Gainsborough
4 "
1 Grantham
2 " & 8 Louth
3 "
6 "
12 S. Grimsby
1 Louth
Merritton
3 Louth, and 4 Clinton, Vineland

MIDDLESEX—*H. D. Johnson*
6 Adelaide
7 "
9 "
11 "
U 1 Caradoc & Lobo
2 "
4 "
8 "
12 "
15 "
5 Ekfrid
11 "
3 Lobo
6 "
7 "
10 "
1 Metcalfe
3 "
6 "
14 "
11 Mosa
3 E. Williams
6 "
10 W. Williams

MIDDLESEX—*P. J. Thompson*
4 & 12 Biddulph
5 Biddulph
6 "
1 Delaware
2 "
3 "
4 "
5 "
6 "
2 N. Dorchester
3 N. "
4 N. Dorchester
6 & 10 N. Dorchester
7 N. Dorchester
8 N. "
15 N. "
9 & 19 Westminster & Dorchester
1 & 1 London and N. Dorchester
1 London
3 & 10 "
4 "
5 London
8 "
12 "
13 "
14 "
16 "
17 "
19 "
20 "
23 "
Lucan
3 McGillivray
5 "
8 "
12 "
13 "
14 "
15 "
18 "
1 W. Nissouri
2 "
3 "
6 "
8 "
9 "
10 "
11 "
13 "
1 Westminster
3 "
4 " (Brick St.)
4 " (Pipe Line)
5 "
7 "
10 "
11 "
13 "
14 "
15 "
17 "
18 "
18 & 21 Westminster & N. Dorchester
19 & 5 Westminster & Delaware
23 Westminster

MIDDLESEX—*C. B. Edwards*
Tecumseh, London

MANITOULIN—*J. W. Hagan*
1 Robinson

MUSKOKA—*H. R. Scovell*
2 Macaulay
Port Carling

NORTHUMBERLAND & DURHAM—*A. Odell*
3 Cavan
10 Hamilton
12 "
7 Hope

NORTHUMBERLAND—*Robt. Boyes*
2 Brighton & 3 Cramahe
11 Seymour

Schools with Classes in Agriculture, Calendar Year 1917—Continued

NORFOLK—*H. Frank Cook*
11 Charlotteville
18 "
8 Houghton & 15 Bayham
10 "
4 Middleton
13 "
23 Walsingham

NIPISSING—*D. M. Christie*
1 Ferris
King Edward School (North Bay)
5 Widdifield

ONTARIO—*R. A. Hutchison*
4 E. Pickering
8 "
11 "
9 Reach
2 Whitby

ONTARIO NORTH—*T. R. Ferguson*
7 Brock
1 Mara
7 "
10 "
5 Scott
3 Thorah
4 Uxbridge
6 "

OXFORD—*J. M. Cole*
4 Blandford
8 Blandford & 4 Blenheim
1 Blenheim
2 " & 22 Burford
2 " & 3 Wilmot
6 Blenheim
7 "
9 "
10 "
11 "
13 "
14 "
18 "
24 "
25 "
Embro
1 E. Nissouri
2 " "
3 " "
7 " "
11 " "
2 E. Zorra
6 " "
8 " "
10 " "
11 " "
13 " "
15 " "
2 W. Zorra
3 " "
5 " "
8 " "

OXFORD—*R. A. Patterson*
2 N. Norwich
U 5 S. Norwich, N. Norwich & Dereham
2 W. Oxford
7 " "

PARRY SOUND—*J. L. Moore*
U 1 Chapman & Croft

PORT ARTHUR—*J. Ritchie*
Prospect Ave.
" " (Model)

PEEL—*W. J. Galbraith*
6 Albion
10 Caledon
13 "
14 "
15 "
1 Chinguacousy
4 "
10 "
16 "
22 "
4 Toronto Gore & Chinguacousy
8 Toronto
11 "
14 Toronto & 21 Chinguacousy
16 Toronto

PERTH—*Wm. Irwin*
1 N. Easthope
2 "
3 "
4 "
5 "
6 N. & S. Easthope
7 N. Easthope
8 N. Easthope & Ellice
4 Ellice
9 "
10 "
1 Elma
9 "
U 9 " & Mornington
5 Logan
U 6 "
8 "
10 "
11 "
1 Mornington
3 "
4 "
7 "
12 "
20 Mornington, Peel, Wellesley & Maryboro
5 Wallace

PERTH—*Jas. H. Smith*
3 Blanshard
5 "
6 "
7 "
9 Blanshard
10 "
U 11 "
14 " & Fullarton
3 Downie
4 "
5 "
6 "
7 "
8 "
9 "
10 "
2 S. Easthope
4 "
8 "
16 "
2 Fullarton
3 "
4 " & Downie
5 "
5 " Logan & Ellice
6 Fullarton
1 Hibbert
2 "
3 "
4 "
5 "
6 "
7 "
Stratford Schools:
Avon
Brunswick St.
Falstaff
Hamlet
Romeo
Shakespeare

PETERBOROUGH—*Richard Lees*
3 Dummer
13 Otonabee
16 "

PETERBOROUGH—*A. Mowat*
Queen Alexandra School.

PRESCOTT & RUSSELL—*John Nelson*
4 Cumberland
5 "
10 N. Plantagenet

PRINCE EDWARD—*B. E. Benson*
2 Ameliasburg
3 "
11 "
3 Athol
5 Hallowell
6 "
7 "
11 "
13 "
10 Hillier
Mary St.
6 N. Marysburg
5 Sophiasburgh
13 "
York St., Picton

Schools with Classes in Agriculture, Calendar Year, 1917—Continued

RENFREW—*I. D. Breuls*
6 Alice
7 Bromley
6 Ross
3 Wilberforce
8 "

RENFREW—*G. G. McNab*
10 Admaston
5 Horton
1 McNab
8 "
Victoria, Renfrew

SIMCOE—*Isaac Day*
8 Matchedash & Tay
4 Medonte
2 Oro & Vespra
5 " & Medonte
8 "
17 "
19 " & Vespra
2 S. Orillia
3 N. "
11 N. "
15 N. "

SIMCOE—*J. L. Garvin*
7 Flos
12 Tiny

STORMONT—*Jas. Froats*
8 Cornwall

TIMISKAMING—*J. A. Bannister*
1 Evanturel
1 Hudson
1 & 4 Kearns
3 Savard
2 Tisdale

VICTORIA—*W. H. Stevens*
2 Carden
16 Mariposa
6 Ops

VICTORIA—*G. E. Broderick*
5 Emily
2 Smith
3 "
5 "
7 Verulam
9 "

WATERLOO—*L. Norman*
4 Waterloo
19 "
12 Wilmot
17 "

WATERLOO—*W. F. Sheppard*
6 Waterloo
4 Wellesley
7 Wellesley
8 "
11 " & Woolwich
6 Woolwich

WELLAND—*J. W. Marshall*
10 Bertie
6 Crowland
2 Devlin
10 Humberstone
U 2 Stamford & Thorold
4 "
6 "
9 "
U 1 Thorold & Stamford

WELLINGTON—*J. J. Craig*
4 Eramosa
9 "
2 Guelph
3 "
6½ & 7 Guelph
2 Nichol
3 Puslinch

GUELPH—*Wm. Tytler*
Torrance

WELLINGTON—*R. Galbraith*
1 Maryborough
2 Minto
4 Peel

WENTWORTH—*J. B. Robinson*
2 Ancaster
5 "
7 "
8 "
10 "
11 "
12 " & 20 Beverly
15 "
U 3 Barton
3 " (Ontiora)
5 " & Ancaster
6 " (U. James St. S.)
6 " (Rychman's)
7 "
3 Beverly
7 "
8 "
3 Binbrook
6 "
1 Burlington Beach
2 E. Flamboro
3 E. & W. Flamboro
5 W. Flamboro
6 " "
2 Glanford
1 Saltfleet
4 "
6 "
9 " (Lee School)
9 " (Pine Crest)
Wellington St. School (Hamilton)

YORK—*A. A. Jordan*
Markham
2 Markham
6 "
7 "
8 "
10 "
12 "
14 "
17 "
18 "
19 "
20 "
1 Scarboro
4 "
5 "
7 "
9 "
10 "
12 "
14 "
15 "
3 York
4 "
5 "
7 "
9 "
11 "
12 "
14 "
16 "
23 "
26 "
27 "
30 "

YORK—*C. W. Mulloy*
4 Georgina
3 E. Gwillimbury
5 " "
5 N. "
10 Whitchurch

YORK—*A. L. Campbell*
5 Etobicoke
10 "
12 "
13 "
14 "
5 Vaughan
8 "
17 "
18 "
19 York
22 "
28 "
31 "
32 "
33 "

YORK—*Walter Bryce* (*Toronto*)
Frankland School

Schools with Classes in Agriculture, Calendar Year, 1917—Continued

R. C. Separate Schools

Bennett, J. M.
4 Asphodel
4 Emily
Immaculate Conception
10 Loughboro'
3 Mara
8 Otonabee
5 Percy
3 Seymour
12 "
5 Sheffield
St. Mary's (Lindsay)
St. Peter's (Peterboro)
Sacred Heart (Peterboro)
St. Gregory's (Whitby)

Finn, J. P.
Eganville

Lee, W. J.
6 Arthur
2 Ashfield
1 Carrick
1 " & Culross
2 " & Culross
10 "
14 "
Collingwood (St. Mary's)
6 Ellice
Elora
5 Glenelg
7 "
Hanover
4 Hibbert
2 Hullett
4 Mornington
Owen Sound (St. Mary's)
1 Nichol
8 Peel
12 "
6 Stephen
7 Sydenham
St. James' (Huron)
St. Mary's (Barrie)
St. Patrick's (6 Proton)
13 Waterloo
4 Wellesley
10 W. Williams

Sullivan, J. F.
3 Biddulph
6 "
2 Maidstone
6 McGillivray
5 Raleigh
7 Sandwich S.

Owing to a change in the regulations requiring annual reports covering the school year instead of the calendar year as heretofore, special reports are being submitted as indicated below and the graded and ungraded schools are listed separately:—

Ungraded Schools Maintaining Classes in Agriculture for the School Year, September, 1917, to June, 1918

ALGOMA—*L. A. Green*
1 Lefroy
2 St. Joseph

CARLETON—*Willis Froats*
2 Huntley

DUFFERIN—*W. R. Liddy*
4 East Luther

DURHAM—*W. E. Tilley*
10 Darlington

ELGIN EAST—*J. C. Smith*
14 Malahide
4 Southwold

GREY—*H. H. Burgess*
7 Sullivan

HASTINGS—*J. E. Minns*
10 Huntingdon

HASTINGS—*H. J. Clarke*
4 Thurlow
9 Tyendinaga

HURON—*J. E. Tom*
U 3 E. Wawanosh & Morris
4 W. "
10 E. "

KENT—*W. H. G. Colles*
7 Camden
11 Howard
14 "

LAMBTON—*Henry Conn*
4 Moore

LEEDS—*J. F. McGuire*
11 Bastard
11 Leeds & Lans. Ft.

MIDDLESEX—*H. D. Johnson*
3 Caradoc
1 Lobo

MIDDLESEX—*P. J. Thompson*
16 N. Dorchester
13 McGillivray
7 W. Nissouri
5 Westminster
16 "

NORTHUMBERLAND—*R. Boyes*
1 & 5 Murray & Amelias-burg

ONTARIO—*R. A. Hutchinson*
2 Reach

PERTH—*Wm. Irwin*
7 Elma
U 3 Wallace, Elma & Grey
3 "
4 "

PETERBORO—*R. Lees*
11 Dummer

PRINCE EDWARD—*J. E. Benson*
14 Hallowell

RENFREW—*I. D. Breuls*
7 Bromley

SIMCOE—*Isaac Day*
12 Matchedash
3 Medonte
8 Orillia
9 Oro

TEMISKAMING—*J. A. Bannister*
1 Armstrong

WATERLOO—*L. Norman*
21 N. Dumfries

WELLAND—*J. W. Marshall*
13 Bertie
4 Wainfleet

WELLINGTON—*R. Galbraith*
4 Peel

WELLINGTON—*J. J. Craig*
1 Erin
4½ Guelph

YORK—*A. L. Campbell*
2 Vaughan & Markham

YORK—*C. W. Mulloy*
5 Georgina
2 E. Gwillimbury
19 King
1 King & Whitchurch
2 Whitchurch
12 "

Ungraded Schools with Classes in Agriculture, January-June, 1918

ALGOMA—*L. A. Green*
1 Aberdeen
2 Johnson
3 Korah
4 "
1 Laird
4 " & MacDonald
1 MacDonald
4 Plummer
1 Prince
3 St. Joseph
2 Tarentorus
3 "
2 Tarbutt & Laird
2 Thessalon

BRANT—*T. W. Standing*
14 Brantford
16 Burford
21 & 5 Burford & Oakland

BRUCE—*W. F. Bald*
15 Bruce
6 Carrick
13 "
2 Huron
13 "
3 Kincardine
8 "
9 "
1 Saugeen

CARLETON—*Thomas Jamieson*
6 Fitzroy
3 Gloucester
3 North Gower
7 Osgoode
11 "
1 Torbolton
5 "

DUFFERIN—*W. R. Liddy*
3 Amaranth
5 North Amaranth
12 Amaranth & Mona
20 "
4 E. Garafraxa
4 E. Luther
11 E. "
2 Melancthon
4 "
10 "
1 Mulmur
4 "

DUNDAS—*J. W. Forrester*
1 Matilda
2 "
4 "
5 "
6 "
7 "
8 "
9 "
9½ & 15 Matilda
10 Matilda
11 "
12 "
13 Matilda
14 "
15 "
16 "
17 "
18 "
19 "
23 "
1 Mountain
2 "
3 & 14½ Mountain
4 Mountain
5 "
7 "
9 "
10 "
11 "
12 "
13 "
14 "
15 & 17 "
16 "
17 "
18 "
22 & 23 "
1 Williamsburg
3 "
4 "
5 "
6 "
7 "
8 "
9 "
10 "
11 "
12 "
13 "
14 "
16 "
17 & 24 "
2 & 19 "
20 "
21 "
22 "
4 Winchester
5 "
6 "
7 "
8 "
9 "
10 "
11 "
12 "
14 "
15 "
16 "
18 "
20 "
21 "

DURHAM—*W. E. Tilley*
4 Clarke
17 "
3 Cavan
17 Darlington
10 Hamilton
12 "
7 Hope
12 "
5 Manvers
16 "

ELGIN—*J. C. Smith*
1 Bayham
3 "
4 "
6 & 7 " & Malahide
10 "
11 "
14 "
17 "
8 S. Dorchester
1 Malahide
2 "
3 "
5 "
6 "
8 "
9 "
11 & 16 Malahide & Yarmouth
16 Malahide
18 "
21 "
13 "
1 Southwold
3 "
6 "
8 "
9 "
11 "
12 "
14 "
15 "
19 "
21 "
6 Yarmouth
7 "
8 "
13 "
17 "
24 "
27 "

ELGIN—*J. A. Taylor*
1 Aldborough
2 "
3 "
7 "
8 "
9 "
10 "
11 "
12 "
14 "
15 "
1 Dunwich
6 "
U 6 " & 22 Southwold
7 "
9 "
14 "
14 S. Dunwich
Rodney

Ungraded Schools with Classes in Agriculture, January-June, 1918—Continued

ESSEX—*Dr. Maxwell*
2 Colchester N.
9 " N.
12 " S.
3 Gosfield S.
4 Malden
1 Mersea
1 Pelee Island
5 Tilbury West

FRONTENAC—*S. A. Truscott*
5 Portland

GLENGARRY—*J. W. Crewson*
1 Charlottenburg
4 "
6 "
7 "
12 "
13 "
15 "
17 "
18 "
1 Kenyon
4 "
9 "
16 "
5 Lancaster
6 "
7 "
8 "
17 "
1 Lochiel
5 "
12 "
13 "
14 "

GRENVILLE—*T. A. Craig*
5 & 19 Augusta & Edwardsburg
9 Augusta
11 "
13 "
17 "
1 Edwardsburg
8 "
10 "
13 "
14 "
27 "
1 S. Gower
3 "
3 Oxford
5 "
6 "
7 "
8 "
16 "
17 "

GREY—*H. H. Burgess*
2 Derby
2 " & Sydenham
4 Sydenham
5 "
10 Sydenham
12 "
16 "
4 Sullivan
5 "

GREY—*Robt. Wright*
13 Normanby
16 "

HALTON & WENTWORTH—*J. M. Denyes*
14 Beverly
15 "
1 Esquesing
2 "
3 "
5 "
6 "
U A.E. "
4 East Flamboro
3 Nassagaweya
5 "
6 "
3 Nelson
4 "
8 "
15 "
2 Trafalgar
3 "
6 "
7 "
8 "
9 "
18 "

HASTINGS—*H. J. Clarke*
2 Sidney (Avondale)
2 " (Bayside)
5 "
7 "
13 "
19 "
20 "
1 Thurlow
3 "
11 "
12 & 14 "
20 "
22 "
4 Tyendinaga
10 "
11 "
14 "
15 "
29 "

HASTINGS—*J. E. Minns*
12 Huntingdon
11 Marmora
13 Rawdon

HASTINGS—*J. Colling*
3 Dungannon
10 Herschel

HURON—*Dr. J. M. Field*
8 Grey
11 "
7 Howick
4 Morris & Turnberry

HURON—*J. Elgin Tom*
8 Ashfield
4 Goderich
2 Hay
3 "
6 "
14 "
1 Stanley
6 "
14 "
5 Usborne
U 3 Wawanosh E. & Morris
8 E. Wawanosh
11 " " & Hullett
11 " "
2 W. "
17 " "

KENT—*J. H. Smith*
2 Chatham
3 "
5 "
6 S "
6 N "
7 "
8 "
9 "
10 "
11 "
14 "
15 "
17 "
2 Dover
4 "
5 " E.
6 "
8 " E.
10 "
11 "
12 "
14 "
16 " & 23 Chatham
5 & 16 Sombra & Chatham
4 Raleigh
5 "
6 " & Dover
7 "
9 "
12 "
1 Romney
2 "
4 " & 12 Mersea
6 "
7 "
2 E. Tilbury E.
2 W. Tilbury E.
3 N. Tilbury E.
3 S. Tilbury E.
4 Tilbury E.
6 E. Tilbury E.
7 Tilbury E.

Ungraded Schools with Classes in Agriculture, January-June, 1918—Continued

KENT—*W. H. G. Colles*
3 Camden
U 3 " & Chatham
4 "
U 4 "
5 "
8 "
10 "
12 "
1 Chatham
2 " & Camden
4 "
18 "
1 Harwich
2 "
3 "
5½ "
6 "
7 "
8 "
9 "
9 & 14 Harwich & Howard
10 Harwich
11 "
12 "
13½ "
13 "
17 "
1 Howard
3 "
4 "
5 "
7 "
10 "
12 "
16 "
Moravian (Indian)
2. Orford
3 & 4 Orford
5 Orford
7 "
9 "
10 "
11 "
12 "
21 Harwich and 2 Raleigh
3 Raleigh
U 3 " & Harwich
U 4 " "
5 "
10 "
1 Zone
2 "
3 "
4 "
5 "

LAMBTON—*H. Conn*
8 Bosanquet
14 Moore & Sarnia
19 " and 15 Sombra
4 Plympton
7 "
1 Sarnia
3 "
6 Sombra
19 "

LAMBTON—*N. McDougall*
3 Brooke
17 "
6 Enniskillen
22 "
23 "
1 Euphemia
3 "

LANARK—*F. L. Michell*
1 Burgess & 2 Bathurst
5 Bathurst
6 & 6 Bathurst & Drummond
12 Bathurst
11 Drummond
16 "
17 "
9 Lanark

LANARK & CARLETON—*Willis C. Froats*
4 Beckwith
5 "
U 10 "
6 Goulburn
1 Montague
2 "
1 Ramsay
11 "
14 "
6 Pakenham
7 " & Darling
6 Marlborough

LEEDS—*W. C. Dowsley*
2 Elizabethtown
7 "
10 "
13 "
16 "
17 "
19 "
21 "
1, 1, 5 Kitley, Elmsley & Walford
4 & 7 Kitley & Elmsley
6 Kitley
13 "
16 "
U 17 & 10 Kitley & Yonge
18 Kitley
1 & 3 Yonge & Elizabethtown
2 Rr. Yonge
3 " "
10 Ft. "
12 Rr. " & Escott

LEEDS—*J. F. McGuire*
9 Bastard
11 North Crosby
3 South "
5 " "
16 " "
5 " Elmsley
6 " "
1 Leeds & Lansdowne
2 " " Rr.
4 " " "
6 " " "
7 Leeds
8 " & Lansdowne Rr.
10 " " Ft.
11 " " "
13 " " "
16 " " "
17 " " "

LINCOLN—*G. A. Carefoot*
3 Gainsboro
1 Grantham
3 "
6 "
12 S. Grimsby
1 Louth
1 & 2 Clinton & Louth
2 & 3 " "
3 & 4 " "
8 & 2 Louth & Grantham

MIDDLESEX—*H. D. Johnson*
2 Adelaide
3 "
7 "
9 "
11 "
U 1 Caradoc & Lobo
4 "
6 "
7 "
8 "
11 "
12 "
15 "
1 Ekfrid
3 "
6 Lobo
7 "
10 "
U 2 Ekfrid & Caradoc
1 Metcalfe
2 "
3 "
6 "
7 "
2 E. Williams
3 " "
5 " "
6 " "
10 W. "

MIDDLESEX—*P. J. Thompson*
5 Biddulph
6 "
1 Delaware
2 "
3 "
4 "
5 "
6 "
2 N. Dorchester
3 " "

Ungraded Schools with Classes in Agriculture, January-June, 1918—Continued

8 N. Dorchester
15 " "
1 London
3 & 10 London & Biddulph
4 London
5 "
8 "
13 "
14 "
16 "
17 "
19 "
20 "
21 "
22 "
23 "
1 & 1 London & N. Dorchester
3 McGillivray
5 "
6 "
12 "
14 "
15 "
18 " & Stephen
1 West Nissouri
2 " "
3 " "
6 " "
8 " "
9 " "
10 " "
11 " "
12 " "
13 " "
1 Westminster
3 "
4 "
7 "
10 "
11 "
13 "
15 "
17 "
18 "
23 "
6 & 10 " & Dorchester
8 & 21 " "
9 & 19 " "
19 & 6 " & Delaware

MANITOULIN DISTRICT—*J. W. Hagan*
1 Robinson

MUSKOKA DISTRICT—*H. R. Scovell*
2 Macaulay

NIPISSING DISTRICT—*D. M. Christie*
5 Widdifield
1 Ferris B

NORFOLK—*H. F. Cook*
18 Charlotteville
8 & 15 Houghton & Bayham
4 Middleton
13 "

NORTHUMBERLAND—*R. Boyes*
2 & 3 Brighton & Cramahe
11 Seymour

ONTARIO—*T. R. Ferguson*
7 Brock
1 Mara
7 "
10 "
5 Scott
3 Thorah
4 Uxbridge
6 "

ONTARIO—*R. A. Hutchison*
8 Pickering
11 "
17 "
9 Reach
2 Whitby

OXFORD—R. A. Paterson
1 & 2 E. Oxford & N. Norwich
5 S. Norwich
2 W. Oxford
7 " "

OXFORD—*J. M. Cole*
4 Blandford
4 " & 8 Blenheim
1 Blenheim
2 & 3 " & Wilmot
7 "
9 "
10 "
11 "
13 "
14 "
18 "
25 "
2 & 22 Burford & Blenheim
1 East Nissouri
2 " "
3 " "
11 " "
2 West Zorra
3 " "
5 " "
8 " "
2 East "
8 " "
10 " "
11 " "
13 " "
15 " "

PARRY SOUND DIST.—*J. L. Moore*
U 1 Magnetawan, Chapman & Croft

PEEL—*W. J. Galbraith*
6 Albion
10 Caledon
13 " & Erin
14 "
1 Chinguacousy
4 "
10 "
16 "
18 " & 4 Toronto Gore
22 Chinguacousy
8 Toronto
16 "

PETERBORO—*Richard Lees*
3 Dummer
13 Otonabee
16 "

PETERBORO—*G. E. Broderick*
2 Smith
3 "
5 "

PRESCOTT—*John Nelson*
10 & 3 N. & S. Plantagenet

PERTH—*Jas. H. Smith*
3 Blanshard
5 "
6 "
7 "
8 "
9 "
11 "
14 " & Fullarton
3 Downie
4 "
5 "
6 "
7 "
8 "
9 "
10 "
4 South Easthope
7 " "
8 " "
10 " "
U 5 Ellice & Logan
2 Fullarton
3 "
4 " & Downie
5 "
U 5 " & Ellice & Logan
U 6 "
1 Hibbert
2 "
3 "
4 "
5 "
6 "
7 "

PERTH—*Wm. Irwin*
4 Ellice
9 "
10 "
1 Elma
2 "
U 2 "
9 "
U 9 " & Mornington

Ungraded Schools with Classes in Agriculture, January-June, 1918—Continued

1 North Easthope
2 " "
3 " "
4 " "
5 " "
6 " "
7 " "
U 8 " " & Ellice
U 6 Logan & Elma
8 "
10 "
1 Mornington
3 "
4 "
7 "
12 "
20 " Wellesley, Peel & Maryboro
1 Wallace

PRINCE EDWARD—*J. E. Benson*
2 Ameliasburgh
3 "
7 "
11 "
3 Athol
5 Hallowell
6 "
11 "
13 "
10 Hillier
6 N. Marysburgh
9 Sophiasburgh

RAINY RIVER DISTRICT—*Chas. McDowell*
2 Devlin

RENFREW—*G. G. McNab*
5 Admaston
1 Brougham
9 Gratton
5 Horton
9 " & 10 Admaston
1 McNab
8 "
9 "

RENFREW—*I. D. Breuls*
6 Alice
6 Ross
3 Wilberforce

RUSSELL—*J. Nelson*
4 Cumberland
5 "

SIMCOE—*J. L. Garvin*
7 Flos
12 Tiny

SIMCOE—*Isaac Day*
3 Medonte
2 Orillia
3 N. Orillia
2 Oro & Vespra
U 5 Oro & Medonte
8 "
9 "
19 " & 16 Vespra
8 Tay.

STORMONT—*James Froats*
8 Cornwall

THUNDER BAY DISTRICT—*J. Ritchie*
2 Scoble

TIMISKAMING—*J. A. Bannister*
1 Hudson
2 A. Tisdale

VICTORIA—*W. H. Stevens*
2 Carden

VICTORIA—*G. E. Broderick*
5 Emily
9 Verulam

WATERLOO—*F. W. Sheppard*
6 Waterloo
7 Wellesley
U 11 "
13 "
16 "
6 Woolwich

WATERLOO—*L. Norman*
4 Waterloo
19 "
12 Wilmot
17 "

WELLAND—*J. W. Marshall*
10 Bertie
13 "
6 Crowland
10 Humberstone
4 Stamford
9 "

WELLINGTON—*R. Galbraith*
2 Minto
2 Peel

WELLINGTON—*J. J. Craig*
9 Eramosa
1 Guelph
2 "
3 "
2 Nichol
5 Puslinch.

WENTWORTH—*J. B. Robinson*
2 Ancaster
5 "
7 "
8 "
11 "
15 "
12 " & 20 Beverly
3 Barton
5 " & Ancaster
6 "
3 Beverly
7 "
8 "
3 Binbrook
6 "
3 E. & W. Flamboro
5 W. Flamboro
6 " "
4 Glanford
1 Saltfleet
3 "
6 "
9 "

YORK—*A. L. Campbell*
5 Etobicoke
8 "
10 "
12 "
14 "
3 Vaughan
5 "
18 "
20 "
19 York
31 "
32 "
33 "

YORK—*C. W. Mulloy*
3 E. Gwillimbury.
5 " "
5 N. "
1 King & Whitchurch
10 Whitchurch

YORK—*A. A. Jordan*
2 Markham
4 " & 21 Vaughan
6 "
7 "
8 "
10 "
14 "
17 "
18 "
19 "
21 "
22 "
1 Scarboro
4 "
6 "
7 & 16 Scarboro
8 Scarboro
9 "
10 "
12 "
14 "
15 "
3 York
4 "
5 "
9 "

Ungraded Schools with Classes in Agriculture, January-June, 1918—Continued

11 York
12 "
14 "
16 "
23 "
26 E. York
27 York
30 "
34 "

R. C. Separate Schools

J. M. Bennett
5 Sheffield
2 Howe Island
10 Loughboro'
2 Wolfe Island
3 Seymour
3 Mara
8 Otonabee
Sacred Heart, Peterboro'
St. Peter's, Peterboro'
Mark St. "
4 Emily

J. F. Sullivan
3 & 4 Anderdon
2 Maidstone
7 Sandwich South
5 Raleigh
3 Biddulph
6 "
2 Neelon

W. J. Lee
1 Carrick
2 " & Culross
10 "
5 Glenelg
7 "
6 Proton
7 Sydenham
3 McKillop & Hibbert
6 West Williams
10 E. & W. Williams
4 Hibbert
4 Mornington
4 Wellesley
6 Arthur
Elora
Newmarket

Whole Year, R.C. Separate Schools (Sept., 1917, June, 1918)
8 Huntley
6 Carrick
12 Peel
3 Admaston
1 Howe Island
2 Loughboro'
St. Peter's School, Peterboro'

Graded Schools

During the past year a very considerable advance has been made with respect to the introduction, and the success, of Agriculture in the graded schools of the cities and towns. It is to be expected that the subject will be just as applicable to the schools of smaller towns and villages as it is in rural schools, but many of the schools in the larger cities, especially in the suburban districts, have carried on the work during the past year with good success. Practically all the large cities have now one or more schools conducting classes and are making provision for garden work. School gardens are not easy to secure in the city because of small school grounds, but to overcome this difficulty the Board of Education of the city of Ottawa purchased an acre of land close to three or four schools, paying $13,000.00 for the plot.

The work is in its infancy yet, but enough has been done to show its possibilities. Quoting from Inspector Edwards of London:—

I am especially well pleased with the work of Miss Hattie Chapman, who conducted the Lorne Avenue School garden. . . . I feel that there is a splendid opportunity for the work in our Public Schools.

Some of the schools kept an account of the expenditure and the receipts, showing in many cases very creditable returns. As has already been pointed out the financial feature is not the most important, but, at the same time, satisfactory financial returns are always inspiring. Quoting:—

We have in our school a Home Garden Club of fifty-three members. These pupils bought their own seeds, did their own work and kept an account during the summer. The results show that they grew $265.01 worth of produce, which is an average of $5.00 per pupil.

A. A. McIntyre, *Teacher*,
Ryerson School, Brantford.

The schools of the city of Stratford are particularly well organized in this direction. Quoting from the report of Inspector Smith:—

Six schools in the City of Stratford, ranging from a four-room school to two thirteen-room schools, took up the work. Each of these schools had a garden. The net profits from three of these gardens were:—

Hamlet School	$22 84
Brunswick School	15 87
Romeo School	15 84

List of Graded Public Schools with Classes in Agriculture, Sept. 1917 to June, 1918

CARLETON—*E. T. Slemon*
Bolton (Ottawa)
Borden "
Cambridge "
First Ave. (Ottawa)
George "
Hopewell "
Mutchmor "
Rideau "

KENT—*W. H. G. Colles*
Wallaceburg

PETERBOROUGH
Queen Alexandra

Graded Public Schools with Classes in Agriculture, Jan. to June, 1918

BRANT—*E. E. C. Kilmer*
Dufferin
Ryerson

BRUCE—*J. McCool*
Tara

CARLETON—
Normal Model (Ottawa)

DUNDAS—*J. W. Forrester*
Morrisburg
6 Mountain
22 "
Winchester

ELGIN—*J. C. Smith*
18 Bayham
18 Yarmouth

ESSEX—*D. A. Maxwell*
Essex

GLENGARRY—*J. W. Crewson*
Maxville

HURON—*J. E. Tom*
Hensall
6 Usborne

KENT—*W. H. G. Colles*
4 Harwich
2 Howard

LANARK—*F. L. Michell*
Lanark

LEEDS—*W. C. Dowsley*
Brockville

LENNOX AND ADDINGTON—*M. R. Reid*
6 Sheffield Consolidated

LINCOLN—*G. Carefoot*
Merritton

MIDDLESEX—*C. B. Edwards*
Byron Preventorium, London
Lorne Ave., London
Tecumseh, London
Riverview, London

MUSKOKA DISTRICT—*H. R. Scovell*
Port Carling

NIPISSING DISTRICT—*D. M. Christie*
McIntyre St., North Bay
Worthington St., "

OXFORD—*J. M. Cole*
Plattsville

PERTH—*J. H. Smith*
Brunswick St., Stratford
Hamlet School, "
Romeo School, "
Shakespeare Ward, "

PERTH—*Wm. Irwin*
Milverton

PRINCE EDWARD—*J. E. Benson*
Bloomfield
Picton

RENFREW—*G. G. McNab*
Renfrew Model
Victoria Ward
Renfrew

THUNDER BAY DISTRICT—*Jno. Ritchie*
Prospect Ave., Port Arthur

WELLAND—*J. W. Marshall*
Stamford, Niagara Falls South.

WELLINGTON—*J. J. Craig*
Drayton
MacDonald Consolidated (Guelph)

WELLINGTON—*W. Tytler*
Central, Guelph
Torrance, "

WENTWORTH—*J. B. Robinson*
Burlington Beach
Dundas, Hamilton
Lloyd George, "

YORK—*A. A. Jordan*
5 Scarboro
Markham

YORK—*W. Bryce*
Frankland, Toronto

YORK—*A. L. Campbell*
22 York

The Public and Separate Schools qualifying for grants commencing in 1903 are given in the following table:—

Year	No. of Schools	Year	No. of Schools	With School Gardens	With Home Gardens
1903	4	1911	33	.....	.....
1904	7	1912	101	.....	.....
1905	6	1913	159	.....	.....
1906	8	1914	264	208	56
1907	2	1915	407	222	185
1908	14	1916	585	324	261
1909	16	1917	989	466	523
1910	17	1918	1,020	588	432

Until 1914, no distinctions were made in the reports respecting Home Gardens and School Gardens.

Of the 989 schools teaching Agriculture in 1917, 375 were taught by teachers who held certificates in Agriculture, and 614 were taught by teachers with Second Class certificates.

Of the 1,020 schools teaching Agriculture in 1918, 348 were taught by teachers who held certificates in Agriculture, and 672 were taught by teachers with Second Class certificates.

Amount distributed in grants to Public and Separate Schools, calendar year 1917:—

Boards	$8,140.61
Teachers	22.270.66
January to June, 1918:—	
Boards	6,641.03
Teachers	16,237.54
To Inspectors, 1917-18	6,670.00
Amount Expended for Instruction:—	
Summer School, 1917	2,740.00
Summer School, 1918	4,874.25
Summer School Farm Mechanics, 1917	402.00
Summer School Farm Mechanics, 1918	402.00

The fund set apart to be used to encourage the teaching of Agriculture in Ontario is administered as set forth in the following clause of the agreement between the Federal Government and the Province:—

"To provide for and to encourage the teaching of Agriculture, Manual Training, as applied to work on the farm, and Domestic Science in High, Public, Separate and Continuation Schools and in Universities, to be available for grants, services, expenses and equipment, and travelling expenses of teachers, inspectors and others in attendance at Short Courses of other educational gatherings, and to be paid out on the recommendation of the Department of Education."

The Agricultural Instruction Act

Quoting from Sessional Paper 93. 1915:—

"On the 6th of June, 1913, assent was given to what is known as the Agricultural Instruction Act, which thereupon come into operation. This Act, as stated by the Minister of Agriculture, was intended to be a prompt and complete fulfilment of a promise made by the Prime Minister that he would provide for 'the granting of liberal assistance to the provinces for the purpose of supplementing and extending the work of Agricultural education and for the improvement of Agriculture.'"

The Minister, in his introduction of the Bill, stated:—

"Help given in an educational direction will mean not only better farming, but better farmers, and better and happier men and women. The particular form such assistance may take may vary with the special needs and conditions in each province. It will embrace the increasing of the efficiency and equipment of our agricultural colleges; the establishment of agricultural schools; of dairy and horticultural schools; of short courses in Agriculture; the initiation of agricultural teaching in the public schools; and work by travelling or located qualified instructors. It might well include the valuable educational work carried on by means of demonstration trains, training of teachers in nature study and the invaluable work of domestic science concerned with the women and girls of our communities, whose influence will always constitute one of the most potent forces in solving the problems we are considering."

The arrangement respecting this appropriation is here given:—

"The Act appropriated ten million dollars to be available during the ten years ending 31st March, 1923. Of this, $700,000 was available for the year 1913-14; $800,000 for 1914-15; $900,000 for 1915-16; $1,000,000 for 1916-17; $1,100,000 for 1917-18, and for each of the subsequent five years."

As these sums are divided on the basis of the population, Ontario will receive annually from 1917-23, $336,274.96. (Page 8, Agr. Instr. Act, 1915.)

I wish to draw attention to reports made voluntarily by some of the secretaries of boards of trustees. These statements show more than any general description the attitude of those rural schools that have made a beginning in Agriculture.

These statements are taken here and there from a large number coming from all parts of the Province:—

S.S. 11, Culross, Bruce Co., Gertrude Kelly.

This school has taken a good interest in school garden work and Agriculture and won the shield in three successive years in School Fair work, and the scholars are benefiting by such education.

WM. CRONIN, *Secretary*,
Teeswater.

S.S. No. 5, Torbolton, Carleton Co., Mrs. R. W. Milford.

The trustees spoke approvingly of the school garden and wish to have that branch of education continued.

WM. BROWN, *Secretary*,
Woodlawn.

S.S. No. 14, Tyendinaga, Hastings Co., Mabel B. Blakely.

We intend to go more fully into agricultural work another year and no doubt there will be some expenditure. The past year it was undertaken as an experiment which has proved satisfactory.

H. SWAN, *Secretary*,
Corbyville.

U.S.S. No. 44, Morris and Turnberry, Huron Co., Laura E. Holmes.

We have had a very successful year in our school, especially in Agriculture. We had a fine school garden, the pride of the section, and the children took a great interest in the work. We had a splendid school fair on the 13th of September. Our own school was the only school in it, as all the schools around would not go into it this year. We had a large crowd and everyone was surprised at such a grand exhibit. I think some of the other schools will join in with us next year. There are two grand things about a school fair: one is the education the children get from showing their exhibits, and the other is it helps the parents to take more interest in the children and school.

GEORGE MCDONALD, *Secretary*,
Bluevale.

S.S. No. 5, Raleigh, Kent Co., Susie Smyth.

The trustees think that the teaching of Agriculture and Horticulture is a good thing in the school and the children are interested. This year the teacher grew onions on the whole garden plot, but next year, 1918, we intend to have it divided into small plots, which creates much interest in the children and they take pride in caring for their own plot.

C. A. KEIL, *Secretary*,
R.R. 6, Chatham.

S.S. No. 3, Grantham, Lincoln Co., Beatrice M. MacKenzie.

The trustees are thoroughly satisfied that the teaching of Agriculture in our school is in capable hands. It is a practical subject for rural schools and we look for good results.

G. M. ARMSTRONG, *Secretary*,
R.R. 2, St. Catharines.

S.S. No. 16, Otonabee, Peterborough Co., Sara Hamilton.

In Rural Schools there is no subject more deserving of a position of importance in the Public School curriculum than Agriculture. The children by means of their progress club are getting a training that will be of great benefit to them in many ways in the future. We are sorry that the course of study is so crowded that more time cannot be taken on this work.

ALEX. HUSTON, *Secretary*,
R.R. 11, Peterborough.

S.S. No. 2, Ameliasburgh, Prince Edward Co., Eva E. Johnston.

Our school garden was a great success and a great many of the school section who were opposed to it on the start fell in with it and said they were glad we had started it, as it gave the children some employment and they showed a great interest in their work. The children were very carefully taught a great many useful things pertaining to Agriculture by our teacher Miss Johnston. We hope to be able to improve our work next year so we have had the ground worked up in good shape this fall.

ERNEST E. REDNER, *Secretary*,
Rednersville.

S.S. No. 19, Waterloo, Waterloo Co., A. L. Groh.

The ratepayers of the section are much interested in the school garden and are satisfied much good is being derived from the teaching of Agriculture to the pupils. The school board will have the school-yard ploughed and levelled next spring to secure a better appearance and will be kept locked on days when there is no school during the garden season next summer. They will also plant more shade trees.

C. I. GROH, *Secretary*,
Hespeler.

S.S. No. 5, Bathurst, Lanark Co., John Gamble.

We have much pleasure in informing you that Agriculture has been taught by the teacher of this school as far as his time was limited. Since Agriculture has been taught we see improvement in school grounds and home surroundings. The pupils take great pride in flower gardening and also in vegetable gardening. In composition it also helps. The pupils are asked to write essays on subjects that have been taught.

HARVEY MILLER, *Secretary*,
R.R. 4, Perth.

S.S. No. 3, Delaware, Middlesex Co., Norma B. Perry.

The pupils showed great interest in their gardens and kept them clean. The appearance of them rather excelled any gardens in the neighbourhood. A school fair was held, jointly with a neighbouring school, at which prizes in money were given. A Christmas concert was held in order to provide prize money for a school fair in 1918. The amount realized was $10.15.

C. R. HOWLETT, *Secretary*,
R.R. 2, Southwold.

S.S. No. 11, Pickering, Ontario Co., Nellie Spencer.

We think we had the very best garden in the county, if not province, this year. Our children are very much interested in the work and are doing well. We think the school garden at the school house is the proper place for it and a good education for the children along that line.

W. G. BARNES, *Secretary*,
R. R. 1, Locust Hill.

Torrance School, Guelph, Wellington Co., Jas. W. Benham.

The work undertaken at Torrance School by Mr. Benham has, I am sure, been productive of great good to all the school children, for those who did not take part were edified by what they came daily in contact with. The lawn flowers were the admiration of the section of the city. All gardening was well done and generally perfectly looked after.

WM. TYTLER, *Secretary*,
Guelph.

S.S. No. 10, Bertie, Welland Co., Ernest O. Bowen.

I thoroughly approve of Agriculture being taught in rural schools, and think that all teachers should be encouraged to teach it.

BERRY SHERK, *Secretary*,
Ridgeway.

S.S. No. 22, S. York, York Co., J. A. Short and Hazel Anguish.

In the opinion of the school trustees, the school garden forms an important department of instruction. Children and parents are alike interested and both are making use of the agricultural library.

FRED. HAWKE, *Secretary*.
Swansea.

Immaculate Conception Sep. School, Peterborough, Peterborough Co., Sr. Mary Adele.

This is to certify that our school garden was a great success. The pupils took great interest in the work, from which they received much personal benefit, as well as increasing the supply of vegetables considerably in our city.

JAMES DRAIN, *Secretary*.
Peterborough.

S.S. No. 5, Percy, Northumberland Co., Nellie Doherty.

We find Agriculture a good study in our school as the school is in better condition and kept tidy. The pupils have a better interest in farm work and a strife is set up among the pupils to make reports at school.

P. J. Doherty, *Secretary.*
R.R. No. 1, Dartford.

Sep. Sch. No. 6, Biddulph, Middlesex Co., Katherine Crunican.

We were well pleased with our garden this year. It presented a very fine appearance and was much admired by passers by. The products grown all turned out well.

C. J. Crunican, *Secretary.*
Birr.

Sep. Sch. No. 2, Ashfield, Huron Co., Sr. M. Eugenia.

We are well pleased with the work in Agriculture. Since our school has begun this work, we notice a great improvement in the children's work on the farm. The work is done not only better, but the children seem to enjoy it.

Peter Austin. *Secretary,*
Kingsbridge.

The statements given in these quotations serve to show that the teaching of Agriculture is gradually becoming a part of the work of the rural school. And it is well that the subject be carried on as an optional one until the people realize something of its value. To force it into the schools at this stage would be a mistake. As stated by one of the teachers, it was first opposed, then tolerated, and now supported. This is the situation in not a few localities of the Province.

Greater Production

As was the case in 1917 the Schools of the Province, especially those maintaining classes in Agriculture, carried on work of considerable importance even from an economic point of view, though the educational aspect of such work is of much greater consequence than the economic. The arrangements concerning this work may be seen from the following two circulars:—

Circular to Inspectors and Teachers.

GREATER FOOD PRODUCTION FOR 1918

As is seen by the Departmental returns the increase in food supply due to the efforts put forth in connection with the Agricultural classes of the Public and High Schools of Ontario in 1917, amounted to at least $55,000 in money value. The demand for food will be still greater in 1918, and it is expected that teachers and pupils will put forth increased efforts this year in the same direction. Teachers, in particular, are urged to increase, when practicable, the area under crop in the school plots, and the home projects in all their branches.

Each teacher should consider herself a "food production officer," marshalling a regiment to fight against high prices and extreme scarcity. The 200,000 pupils now in schools where Agriculture is taught form a mighty host, which may be organized to win the war by increasing the food supply.

Last year the aim was to grow potatoes, beans, or other vegetables; and to raise poultry from selected eggs. The only modification proposed for 1918 is to increase the amount in every way possible. Each teacher is also asked to direct the pupils, as a business proposition, to calculate, from market prices available in the neighborhood, the total food value produced by the pupils and insert the result in the space provided in the Agricultural Report in order that information may be obtained to show the success attending this effort.

In 1916 the total amount expended in grants in connection with the Agricultural classes was $9,379.52, and the total amount of produce resulting directly from the work of the Agricultural classes was, as stated above, at least $55,000.

The Public and Separate School Inspectors are hereby urged to give every encouragement in the direction above proposed, not only as a war measure, but as a means of education.

For information respecting grants available for equipment, etc., those interested should write to the Department of Education. If a piece of rough sod is to be broken up for crop, write to the Inspector of Agricultural Classes for Agricultural Circular No. 2.

J. B. DANDENO,
Inspector of Elementary Agricultural Classes.

Toronto, January 29th, 1918.

To the Teachers of the Public and Separate Schools in Ontario.

GREATER PRODUCTION FOR 1918.

The Public or Separate School Inspector will distribute these leaflets to the teachers concerned.

By an arrangement with the Poultry Department of the O.A.C., Guelph, eggs for hatching can be supplied in a limited quantity for May delivery at $6.00 a hundred in 100-egg lots to pupils of schools in which classes in Agriculture are maintained. The eggs are from an improved Barred Rock bred-to-lay strain, and the introduction of this breed into the rural districts is likely to prove of lasting benefit to the whole country.

If the teachers are willing to take this matter up in connection with their classes, they should communicate with Professor Graham at the O.A.C., Guelph, and secure at one shipment the number of eggs required for their schools. Remit in advance to Professor W. R. Graham, Poultry Department, O.A.C., Guelph.

It is suggested that part of the cost (say one-half) be borne by the School Board and part by the pupils, thus placing the cost to the pupil at so reasonable a figure that the project will be within the reach of all. The part of the expense borne by the School Board may be charged to the Agricultural account (Regulations 7 and 8, pages 6-8, Circular 13, 1917) as the hatching of eggs and rearing of the brood is a legitimate and useful home project for a pupil of the third, fourth or fifth form. About 40,000 eggs were distributed under a similar arrangement in 1917.

J. B. DANDENO,
Inspector of Elementary Agricultural Classes.

Toronto, January 29th, 1918.

From reports received the schools took hold of the matter referred to in these leaflets with very creditable results.

School Fairs

The work of the School Fair may be estimated from the following quotation taken from a statement by Mr. Duncan, Supervisor of Agricultural Representatives. The origin of the School Fair and the progress made in 1915, 1916, and 1917 is given in my report of 1918:—

The School Fair is one of the best means of arousing interest in the work of the school. It creates in the boy and the girl a greater love for farm work and is a big factor in bringing the school work in closer touch with the home life of the pupil. During the past few years the movement has been given a very severe test. It has gotten a mighty strong hold of the community and is gaining in popularity.

School Fairs have registered a marked improvement over former years; particularly is this true of the quality of the exhibits. This may be attributed, first, to the pupils' experience in selecting produce for the fair, and, secondly, to an awakened interest on the part of teachers and parents. A special part of the programme on Fair Day has been set aside for the judges to give reasons for their placing. The desirable type in vegetables and the manner of preparing exhibits were pointed out and emphasized. This had a wonderful effect on the exhibits the following year, the quality being much superior and the arrangement more attractive.

During the past season 307 fairs were held in the Province of Ontario, and 2,868 schools were included in the movement, with a total of 71,086 children taking part. This is an average of 9 schools for each fair and 25 pupils for each school.

The Department of Agriculture purchased and distributed in small packages to the pupils the following quantities and varieties of seeds:

Oats	O.A.C. No. 72	82¾	bus.
	Banner	12	"
Barley	O.A.C. No. 21	57	"
Wheat	Marquis	42	"
Potatoes	Green Mountain	858	"
	Irish Cobbler	482	"
Field Peas	Early Britain	495	lbs.
	Arthur	450	"
	Prince Albert	30	"
Garden Peas	Thomas Laxton	756	"
Mangels	Yellow Leviathan	4,240	packages.
	Bruce's Giant	365	"
	Our Ideal	440	"
	Yellow Intermediate	560	"
	Mammoth Long Red	125	"
Turnips	Purple Top Swede	725	"
	Garton's Model	800	"
	Carter's Invicto	1,880	"
	Good Luck	430	"
	Garton's Keepwell	125	"
Beets	Detroit Dark Red	6,860	"
Carrots	Chantenay	8,120	"
Onions	Yellow Globe Denvers	6,910	"
Parsnips	Hollow Crown	3,920	"
Asters	Giant Comet	8,765	"
Sweet Peas	Giant Spencer	5,165	"
Phlox	Drummond	4,295	"

Special precautions were taken to purchase the best quality of oats, barley, wheat and potatoes which could be obtained. This tended towards greater uniformity and resulted in many farmers getting a start in seed of the highest quality of the best varieties. Agricultural Representatives have been shown whole fields of grain and potatoes during the past few years which had as their origin the small package of seed distributed to the pupils of the schools during the past few years. The value, therefore, of the School Fair work in the distribution of pure seed through the county must be recognized.

The number of eggs of a bred-to-lay strain of utility breeds of poultry distributed during the past three years may be summarized as follows:

	1916.	1917.	1918.
Barred Plymouth Rocks	7,357	8,940	9,670
Rhode Island Reds	406	293	140
White Wyandottes	295	50	130
Total	8,058	9,283	9,940

A certain number of the eggs distributed was obtained from the Poultry Department of the Agricultural College at Guelph, but the greatest quantity was secured from the Poultry Breeding Stations which have been established in each county. The birds in the Breeding Stations are of the bred-to-lay strain and are mated with cockerels secured through the Poultry Department at the O.A.C., Guelph. Each station is inspected and the flock culled in order to eliminate the poor birds. The eggs from these Breeding Stations are in great demand from farmers in the community and invariably command a much higher price than the eggs from the average neighbour flock.

The School Fair organizations are doing an immense amount of good in the rural schools and are assisting the teaching of Agriculture very materially. These organizations are under the charge of the Agricultural Representative, in co-

operation with inspectors and teachers. Russell and Perth are now the only counties without a representative.

For the information of teachers and inspectors the following list, correct to Jan. 1st, 1919, is here submitted:—

Agricultural Representatives of Ontario Department of Agriculture

County.	*Representative.*	*Address.*
Algoma	Ray Atkin	Sault Ste. Marie
Brant	R. Schuyler	Paris
Bruce	N. C. McKay	Walkerton
Carleton	W. D. Jackson	Carp
Dufferin	H. A. Dorrance	Orangeville
Dundas	F. A. Wiggins	Morrisburg
Durham	G. A. Williams	Port Hope
Elgin	C. W. Buchanan	Dutton
Essex	J. W. Noble	Essex
Frontenac	A. W. Sirett	Kingston
Glengarry	D. E. MacRae	Alexandria
Grenville	W. M. Croskery	Kemptville
Grey	H. C. Duff	Markdale
Haldimand	Geo. L. Woltz	Cayuga
Halton	W. F. Strong	Burlington
Hastings	A. D. McIntosh	Stirling
Huron	S. B. Stothers	Clinton
Kenora	D. Frejd	Kenora
Kent	J. L. Dougherty	Chatham
Lambton	W. P. Macdonald	Petrolia
Lanark	Fred. Forsyth	Perth
Leeds	W. H. Smith	Athens
Lennox and Addington	G. B. Curran	Napanee
Lincoln	D. Elliott	St. Catharines
Manitoulin	I. F. Metcalfe	Gore Bay
Middlesex	R. A. Finn	London, Box 663
Muskoka and Parry Sound	F. C. Paterson	Huntsville
Norfolk	E. F. Neff	Simcoe
Northumberland	H. Sirett	Brighton
Ontario	R. M. Tipper	Whitby
Oxford	G. R. Green	Woodstock
Peel	J. W. Stark	Brampton
Peterborough	F. C. McRae	Norwood
Prince Edward	A. P. MacVannel	Picton
Rainy River	R. E. Cumming	Emo
Renfrew	M. H. Winter	Renfrew
Simcoe	Allan Hutchinson	Collingwood
Sudbury	D. J. Robicheau	Sudbury
Thunder Bay—		
Port Arthur Section	L. M. Davis	Port Arthur
Fort William Section	G. W. Collins	Fort William
Timiskaming	J. M. McIntosh	New Liskeard
Victoria	A. A. Knight	Lindsay
Waterloo	J. S. Knapp	Galt
Welland	E. K. Hampson	Welland
Wellington	R. H. Clemens	Arthur
Wentworth	W. G. Marritt	18 Market St., Hamilton
York	J. C. Steckley	Newmarket

The work carried on by means of the School Fairs links up very well with that of the teaching of Agriculture and of the School Garden. In some cases these fairs are held in graded schools of cities. I attended one of such fairs held

in the Frankland School of the City of Toronto, where an exceedingly large number of entries were made, as follows:—

Product.	*Number of Entries.*
Beets	179
Potatoes	23
Cabbage	76
Carrots	130
Onions	16
Cucumbers	14
Salsify	8
Tomatoes	103

The School Fair has always been popular and is becoming more and more a factor in education. The following statements represent the situation:—

Ryerson Public School, Brantford.

We have in our school a home garden club of fifty-three members. These pupils bought their own seeds, did their own work and kept an accurate account during the summer. The results show that they grew $265.01 worth of produce, which is an average of $5.00 per pupil.

We also have a School Fair. The children have their own Fair Board, do all the business in a business way, handle all money and prizes—in fact, do it all under my supervision. A number of boy and girl judges are selected to act with the regular judges and learn why an exhibit deserves first prize, etc. Fair Day is one of the biggest days for the pupils in the school year.

A. A. McIntyre, *Prin. Ryerson P.S.*

Cumberland Public School.

This year the school exhibited for the first time at the County Fair. Intense interest was shown by parents in this. The mothers having expressed a desire that they might see the exhibit before it was taken to Russell, the teachers had it displayed in the teachers' room at the school, where they invited the parents to visit them the day previous to the fair. When all had assembled and some time had been spent in conversation, the teachers, with the aid of two girls from the senior fifth, served refreshments. This social hour was thoroughly enjoyed by both parents and teachers and served as an opportunity for both to become better acquainted.

The exhibit consisted of vegetables from school garden, some illustrating experimental work, canning (done by the girls of the Girls' Progress Club), green and ripe tomatoes, carrots, beets and corn, and pupils' collections of weeds and insects.

Alice L. Dunning, *Teacher.*

High Schools

Schools commencing the work for the first time were visited twice during the year, and the other schools at least once. The following list shows in a general way, not only the Secondary Schools visited officially, but also other institutions concerned:—

Schools Visited in 1918

Spring Term, 1918:

Brockville	Exeter	Port Hope	Whitby
Cobourg	London	Smith's Falls	Winchester
Essex	Oakville	Uxbridge	

Fall Term, 1918:

Arthur	Leamington	Port Hope	Whitby
Cobourg	London	Port Perry	Wingham
Ingersoll	Oakville	St. Thomas	

Public Schools with a Fifth Class taking Part I of the Lower School Course of the High Schools: Gorrie.

Normal Schools: Toronto, Peterborough, Ottawa. (The other Normal Schools were visited in the Fall of 1917.)

School Fairs: Cooksville, Pickering, Frankland School (Toronto).

Teachers' Institutes: Three Inspectorates of Grey (Owen Sound), Hastings (Belleville).

Boards of Education at: St. Thomas, Collegiate Institute; Ingersoll, Collegiate Institute; Guelph (B. of E.); Fergus (H.S.B.); Dundas (B. of E.); Fenelon Falls.

Schools which had not yet introduced Agriculture, Secondary Schools: St. Thomas C.I., Ingersoll C.I., Guelph C.I., Brampton. Public Schools: Guelph, Ottawa Normal Model, Winchester.

Mr. W. J. Black, Commissioner under the Agricultural Instruction Act, suggested that he, in co-operation with the Inspector of Agricultural Classes, visit a number of schools in which Agriculture was taught so that the Commissioner might gain a knowledge at first hand of the actual working out of the scheme in Ontario. Acting upon this suggestion an itinerary was arranged and the following schools visited: High Schools—Whitby, Oakville, Smith's Falls, Brockville. Normal School—Toronto. Public Schools: *York Co.*—Agincourt, 10 Scarboro, Birch Cliff, Russell Hill Rd.; *Halton Co.*—Palermo, Omah; *Ontario Co.*—Whitevale, Green River; *Leeds Co.*—Eastward, Brockville, Elizabeth, Flat Rock; *Lanark Co.*—1 Burgess, 5 Bathurst; *Dundas Co.*—Winchester Springs, 5 Matilda.

As has already been pointed out in former reports, the chief problem confronting us is the lack of legally qualified teachers of Agriculture. It is quite probable that there will be a considerable improvement in that direction now that the war is over. Another difficulty lies in the fact that the subject is optional and can only be used as a bonus on examinations. The curriculum is fairly well filled with subjects that are obligatory, and the other subjects that are optional are required or may be used on matriculation or other examinations. Agriculture has, therefore, a severe handicap. Schools have still the passing of examinations as one of the chief aims, and unless a subject is on the examination list it will always be regarded as only secondary. However, it may be said to the credit of many Principals of Secondary Schools, that if they were free to make certain modifications in the programme they would be glad to introduce Agriculture as one of the regular studies of High Schools, especially of those in rural or semi-rural districts.

Pressure is brought to bear upon Principals of schools by pupils and parents, and when this pressure is emphasized by the demands of universities, colleges, and other institutions of College standing, one is led to sympathize with the Principal in his efforts to organize his school with satisfaction to all.

As was the case with the Public and Separate Schools, the Secondary Schools in the interest of greater production by means of both Home Projects and School Gardens, accomplished something reasonably worth while. The following statement from the Ridgeway Continuation School shows the results obtained by one class in that school, both girls and boys:—

"BRIEF SUMMARY OF AGRICULTURAL PROJECTS OF FIRST AND SECOND FORMS, RIDGEWAY CONTINUATION SCHOOL.

Main Aim—Greater Production.

Name	Area	Estimated cost	Estimated returns	Estimated net profit
		$ c.	$ c.	$ c.
Brown, Jessie	1,500 sq. ft.	12 90	24 00	11 10
Ellsworth, Marion	400 " "	2 20	21 00	18 80
Hershey, Wilfrid	.....	5 80	53 00	47 20
Mann, Marion	Home garden	.....	.....	.....
Millington, V	4,000 sq. ft.	3 50	15 68	12 18
Misiner, Orlin	1,200 " "	2 40	18 00	15 60
Snyder, George	5,200 " "	1 20	39 50	38 30
Ott, Harold	½ acre onions, beets and beans.	4 00	69 00	65 00
First Form—Project Work—Summary				
Austin, Maurice	300 sq. ft.	55	4 50	3 95
Barnhard, Clinton	.....	own seed	27 20	27 20
Benner, Arthur	Helped father, et	c., in farm	work as pe	r attached
Ellsworth, Ruth	1,500 sq. ft.	90 seed 14 hrs. at 20c, 2 80	21 80	report 18 10
English, Wilfrid	1,500 sq. ft.	4 25labour 4 75seed	17 25	9 25
Hibbard, Ruth	Helped in home	garden		
Learn, Mary	.....	85 seed	30 90	30 05
Lown, Ross	Had good plot bu	t report no	t in yet	
Moyer, Melvin	.....	2 73	20 40	17 67
Sherk, Mildred	9 sq. rods	9 00	30 00	21 00
Tavano, Dominick	550 sq. ft.	4 20	19 85	15 65
Wintemute, Gerda	Helped a neighbo	ur care for	her garden	
Young, Wilfrid	.....	20 38	58 72	38 34
				389 39

In addition to the individual home projects the students also took part in the school garden. A half acre of this we put into potatoes, but the results were not good, only about thirty bushels being harvested. For next season we are trying to get a more favourable plot for our garden."

A. M. WOODLEY, *Principal.*

Each High School works out its own special problems, some giving attention to one branch and others emphasizing other branches. Some of the schools entered experimentally into the problem of seed production of certain biennial vegetables, such as turnips, cabbage and mangels. The following quotations refer to similar experimental work:—

The experimental plots were devoted chiefly to growing seeds, as follows:

"A cabbage plant bore two and a half ounces of seed. Four sugar mangels gave two pounds of seed. Three beets produced one pound of seed. One carrot produced two ounces of seed. Parsnip seed was easily grown. We have one pound. In every case we found that the seed germinated very well. We found that onion sets could be successfully grown. We believe that every school could grow enough seed to supply the pupils' homes." (W. A. Porter, Niagara Falls South.)

"In the first place we secured the garden plot at the greenhouse, just outside the town limits, up the street leading to the railway station, for a potato plot. The greenhouse has not been in operation for a couple of years, so the garden was also idle. The preceding year one of our school trustees had put potatoes on it, he being the agent in charge, but he got nothing off it, and he told me I'd get nothing off it because the soil was too rich for potatoes. However, I had an idea that the soil was not in fault, but that it needed cultivation to keep the weeds from choking out the crop, so, in spite of his

warning. we proceeded to plant our potatoes, and. although we had anything but a favorable season, it being so continuously wet, yet from this one-seventh of an acre of ground we took on 1st of October, 21⅓ bags of marketable potatoes and only about ¾ of a bag that were unmarketable. Thus we demonstrated that the rich soil did not prevent the raising of a crop of potatoes." (I. E. Dobbie, Principal of Continuation School, New Liskeard, Ont.)

The progress of the work in the Secondary Schools is indicated by the following table, which shows where the work was introduced and how long continued. The word "Yes" means that the work was carried on successfully through the term, and the word "No" indicates that the work was temporarily dropped. The reason assigned in each case for dropping the subject was because of the impossibility of securing a legally qualified teacher to teach Agriculture:—

Schools	1915		1916		1917		1918	
	Jan.–June	Sept.–Dec.	Jan.–June	Sept.–Dec.	Jan.–June	Sept.–Dec.	Jan.–June	Sept.–Dec.
Collegiate Institutes—								
Brockville	.....	.....	.....	yes	yes	yes	yes	yes
Clinton	yes	yes	yes	yes	yes	no	no	no
Ingersoll	.....	.....	.....	.....	.....	.....	.....	yes
London	.....	.....	.....	.....	.....	yes	yes	yes
Picton	yes	yes	yes	yes	yes	yes	yes	yes
Renfrew	.....	.....	.....	yes	yes	yes	yes	yes
Smith's Falls	.....	yes	yes	yes	yes	yes	yes	yes
St. Thomas	.....	.....	.....	.....	.....	.....	.....	yes
Vankleek Hill	yes	yes	yes	yes	yes	no	no	yes
High Schools—								
Arthur	yes	yes	yes	yes	yes	yes	yes	yes
Athens	.....	.....	.....	.....	.....	yes	yes	yes
Bowmanville	yes	yes	yes	no	no	no	no	no
Cobourg	.....	.....	.....	.....	.....	yes	yes	yes
Essex	.....	.....	.....	yes	yes	yes	yes	no
Georgetown	.....	.....	.....	yes	yes	no	no	no
Hagersville	.....	yes	yes	yes	yes	no	no	no
Kincardine	.....	.....	.....	yes	yes	yes	yes	yes
Leamington	.....	.....	.....	.....	.....	.....	.....	yes
Niagara Falls, S.	yes	yes	yes	yes	yes	yes	yes	yes
*Oakville	yes	yes	yes	yes	yes	yes	yes	yes
Port Hope	.....	.....	.....	.....	.....	yes	yes	yes
*Port Perry	.....	.....	.....	.....	.....	.....	.....	yes
Uxbridge	.....	.....	.....	.....	.....	yes	yes	no
*Whitby	.....	.....	.....	yes	yes	yes	yes	yes
Williamstown	.....	.....	.....	.....	.....	yes	yes	no
Winchester	yes	yes	yes	yes	yes	yes	yes	yes
Wingham	.....	.....	.....	.....	.....	yes	yes	yes
Weston	.....	.....	.....	.....	.....	.....	.....	yes
Continuation Schools—								
Cannington	.....	yes	yes	yes	yes	no	no	no
*Drayton	yes	yes	yes	yes	yes	yes	yes	yes
Exeter	yes	yes	yes	yes	yes	no	no	yes
New Liskeard	.....	yes	yes	yes	yes	yes	yes	yes
Ridgeway	yes	yes	yes	yes	yes	yes	yes	yes
Public Schools with Form V—								
Gorrie (Huron Co.)	.....	.....	.....	.....	.....	.....	.....	yes
Florence (Lambton Co.)	.....	.....	.....	.....	.....	.....	.....	yes

*Separate Departments of Agriculture.

The chief difficulties in introducing and in maintaining classes in Agriculture in the Secondary Schools is the lack of legally qualified teachers.

The number of High Schools qualifying for grants since 1915 are here given:—

—	No. Schools	With Plots	No Plots
1915			
January–June	11	.....	11
September–December	15	.....	15
1916			
January–June	15	1	14
September–December	20	1	19
1917			
January–June	20	7	13
September–December	21	7	14
1918			
January–June	21	16	5
September–December	26	18	8

The Training of Teachers for High Schools

As has been pointed out the chief difficulty in the way of introducing Agriculture into the Secondary Schools of Ontario is the lack of qualified teachers. Courses are provided at the Ontario Agricultural College covering two consecutive summers of five weeks each. These courses were introduced in 1913 and the following teachers so far have qualified:—

1914

John A. Bell.
George A. Campbell.
Geo. A. Clark.
J. B. Dandeno, B.A., Queen's, A.M. Ph.D., Harv.
James L. Mitchener, B.A., McMaster.
Wm. J. Morrison, B.A., Toronto.
Alex. R. McRitchie, B.A., Toronto.
Alex. Pearson, B.A., Toronto.
Edmund Pugsley, B.A., Victoria.
Fred Sine, M.A., B.Sc., Queen's.
Arthur M. Woodley.
Wm. B. Wyndham, B.A., Toronto.

1915

Wm. Bowden.
*Wm. G. Butson.
Edward J. Corkill, B.A., Queen's.
Robert W. Fleming.
**Chas. S. Gulston.
John P. Hume, B.A., Queen's.
John A. Macdonald.
Geo. O. McMillan, M.A., B.Pæd., Queen's.
Muriel A. Shook.
Geo. B. Spark, B.A., Toronto.

1916

John G. Adams, B.A., Queen's.
Edwin T. Bell, B.A., McMaster.
Geo. W. Bunton, B.A., Queen's.
Geo. E. Copeland, M.A., Queen's.
Isabella E. Dobbie.
Wm. Donaldson, B.A., Toronto.
Clarence Elliott.
F. V. Elliott, B.A., Western.
Hugh H. Graham, B.A., McMaster.
Hugh J. Haviland, B.A., Toronto.
Gideon A. Miller, M.A., Queen's.
W. A. Porter.
Walter E. Shales, M.A., Queen's.
Daniel E. Smith, B.A., Queen's.
Christopher Summers.

*Killed at Vimy Ridge.

**Enlisted in the Naval Service.

1917

J. A. Anderson, B.A., Queen's.
Norman Davies, B.A., McMaster.
W. M. Erwin, B.A., Queen's.
Ishbel A. Foster.
Helen E. Foster.
W. D. Hay, B.A., Queen's.
G. S. Johnson, B.A., McMaster.
A. J. Madill, B.A., McMaster.
G. E. Pentland, M.A., Queen's.
H. E. Ricker, M.A., Queen's.
P. M. Shorey, B.A., B.Sc., Queen's.
J. A. Short.
F. P. Smith, M.A., Queen's.
T. C. Smith, B.A., Queen's.
D. A. Welsh, B.A., Toronto.

1918

F. J. Barlow, B.A., Toronto.
Jas. E. Burchell, B.A., Queen's.
J. F. Calvert, B.A., Toronto.
R. D. P. Davidson, B.A., Queen's.
J. W. Emery, B.A., D.Pæd., Tor.
Thomas Firth, M.A., Toronto.
J. W. Forrester, M.A., Queen's, D.Pæd., Toronto.
John H. Short.
David Whyte, B.A., Toronto.

PART III FOR SPECIALISTS, 1918

J. A. Anderson, B.A., Queen's.
G. E. Copeland, M.A., Queen's.
Norman Davies, B.A., McMaster.
W. M. Erwin, B.A., Queen's.
G. S. Johnson, B.A., McMaster.
A. R. McRitchie, B.A., Toronto.
Alex. Pearson, B.A., Toronto.
F. P. Smith, M.A., Queen's.
J. G. Adams, B.A., Queen's.

FARM MECHANICS, 1917

G. A. Clark.
J. B. Dandeno, B.A., Queen's, A.M., Ph.D., Harv.
Norman Davies, B.A., McMaster.
Isabel E. Dobbie.
F. V. Elliott, B.A., Western.
W. D. Hay, B.A., Queen's.
G. S. Johnson, B.A., McMaster.
A. J. Madill, B.A., McMaster.
P. M. Shorey, B.A., B.Sc., Queen's.
W. B. Wyndham, B.A., Toronto.

FARM MECHANICS, 1918

J. G. Adams, B.A., Queen's.
J. A. Anderson, B.A., Queen's.
G. E. Copeland, M.A., Queen's.
R. D. P. Davidson, B.A., Queen's.
Ishbel A. Foster.
Helen E. Foster.
A. R. McRitchie, B.A., Toronto.
J. L. Mitchener, B.A., McMaster.
Alex. Pearson, B.A., Toronto.

SUMMARY, INCLUDING FARM MECHANICS

Queen's	34
Toronto	17
McMaster	12
Western	2
Victoria	1
With University Degrees	66
Without Degrees	23

The names and addresses of Public and Separate School Inspectors who successfully completed Part I and II respectively are given below:—

Inspectors

PART I. INTERMEDIATE, 1918

Benson, J. E.	Picton
Boyes, R.	Campbellford
Campbell, A. L.	Weston
Clarke, H. J.	Belleville
Colles, Rev. W. H. G.	Chatham
Conn, Henry	Sarnia
Cook, H. F.	Simcoe
Froats, Jas.	Cornwall
Galbraith, W. J.	Brampton
Galbraith, Robt.	Mount Forest
Garvin, J. L.	Barrie
Green, L. A.	Sault Ste. Marie
Hagan, J. W.	Gore Bay
Huff, S.	Meaford
Irwin, Wm.	Stratford
Jordan, A. A.	Toronto
Longman, E.	Barrie
McDougall, N.	Petrolia

Marshall, J. W. .....Welland
Mills, G. K. .....Toronto
Moore, G. L. .....Parry Sound
Mulloy, C. W. .....Aurora
Nelson, J. .....Vankleek Hill
Reid, M. R. .....Sharbot Lake
Scovell, H. R. .....Bracebridge
Sheppard, F. W. .....Kitchener
Slemon, E. T. .....Ottawa
Smith, J. H. .....Chatham
Smith, Jas. H. .....Stratford
Standing, T. W. .....Brantford
Stevens, W. H. .....Lindsay
Taylor, J. A. .....St. Thomas
Truscott, S. A. .....Kingston

PART II. INTERMEDIATE, 1918

Bald, W. F. .....Port Elgin
Bennett, J. M. .....Toronto
Breuls, I. D. .....Pembroke
Bryce, Walter .....Toronto
Burgess, H. H. .....Owen Sound
Carefoot, Geo. A. .....St. Catharines
Christie, D. M. .....Sudbury
Cole, J. M. .....Woodstock
Colling, Jas. .....Bancroft
Craig, T. A. .....Kemptville
Craig, J. J. .....Fergus
Crewson, J. W. .....Alexandria
Day, Isaac .....Orillia
Dowsley, W. C. .....Brockville
Ferguson, T. R. .....Uxbridge
Field, John M. .....Goderich
Finn, J. P. .....North Bay
Froats, Willis .....Carleton Place
Jamieson, Thos. .....Ottawa
Johnson, H. D. .....Strathroy
Jones, Jas. E. .....Ottawa
Kilmer, E. E. C. .....Brantford
Lee, W. J. .....Toronto
Lees, Richard .....Peterborough
Liddy, W. R. .....Orangeville
Maxwell, D. A. .....Windsor
Michell, F. L. .....Perth
Minns, J. E. .....Tweed
Moshier, D. D. .....Toronto
McCool, Jno. .....Walkerton
McGuire, Jas. F. .....Westport
McNab, G. G. .....Renfrew
Norman, Lambert .....Galt
Paterson, R. A. .....Ingersoll
Power, J. F. .....Toronto
Ritchie, Jno. .....Port Arthur
Robinson, Jno. B. .....Hamilton
Smith, J. C. .....St. Thomas
Sullivan, J. F. .....London
Thompson, P. J. .....London
Tom, J. Elgin .....Goderich
White, R. O. .....Minden
Wright, Robt. .....Hanover

Research for Specialist's Certificate in Agriculture

As stated previously, nine men completed Part III for specialist standing in Agriculture in 1918, and have undertaken problems in research as follows:—

G. S. Johnson, Principal of Whitby High School.
Problem: Rural Credits as Operating in Ontario County.

Norman Davies, Science Master, Renfrew Collegiate Institute.
Problem: The Lime Factor in Soils.

W. M. Erwin, Science Master, Brantford Collegiate Institute.
Problem: The Water Solubility in Various Arsenates with Reference to Their Use as Fungicides.

J. A. Anderson, Science Master, Wingham High School.
Problem: A Study of the Actual Weight and Number of Eggs Produced by Different Strains of Bred-to-Lay Hens.

F. P. Smith, Science Master, Brockville Collegiate Institute.
Problem: The Effects of Illuminating Gas on House Plants, with a view to Obtain Resisting Varieties.

G. E. Copeland, Science Master, Port Hope High School.
Problem: Causes of Variation in the Percentage of Fat in Milk.

A. R. McRitchie, Principal of Arthur High School.
Problem: The Determination of the Available Constituents of Basic Slag as a Fertilizer.

A. Pearson, Principal, Weston High School.
Problem: Hot-house Management.

J. G. Adams, Substitute Teacher, Faculty of Education.
Problem: The Effects of Climatic or Soil Conditions on the Quality of Flour.

Slides for Demonstration

In order to assist the schools in securing illustrative material for class work, sets of lantern slides are now provided by the Department of Education. These slides are sent to such Secondary Schools as have lantern facilities, and also to the Normal Schools. The schools have been grouped into three circuits, as indicated in the following lists given below. Nine sets of slides in all have been sent out. After these sets will have made the rounds of the schools they will be returned to the Department of Education.

It is to be hoped that motion picture machines may be secured with a view towards having them sent from school to school in the form of a circuit, the films to be supplied by the Department of Agriculture.

Regarding the use of the slides referred to, I give the following quotation:—

"I have had two boxes of slides. I had to keep them longer than the week as I received the first box when the school was closed and the second one the day school opened. They are splendid. The pupils took great interest in them. Those on poultry and poultry houses were splendid to show the pupils what would otherwise have been difficult to show them, as it is impossible to show them the different breeds and houses. I like the slides very much. They are a great help in the work." (H. Wing, Teacher of Agriculture, St. Thomas Collegiate Institute.)

Instructions regarding High School Circuits and the use of Slides for Agricultural Classes

Three circuits have been arranged and boxes of slides will be sent from the Department as follows:—

One box will be sent out on the same date to each of the three schools first named in each circuit, collect. Each of these schools will make use of the slides in such a way as best suits the requirements of the school, keeping the parcel for a week. Each will then ship this box *down* the circuit to the next school named. When the boxes will have reached the school last named and ha been used by that school, they will be forwarded one by one (when used) to the school named at the first of the list, and so on until each school will have used each of the three boxes. The circuit is then completed and the boxes will then be shipped, without delay, one by one, to the Department of Education.

The boxes must all be shipped collect, then each school will have paid one express carriage for each box.

Each shipper will give name of shipper and school from which box is shipped, and will give dates of receipt and of shipment on the paper kept within the box, so that each teacher concerned will have knowledge of the whole situation and will lend a hand to make it a success.

As soon as the slides will have been received at the Department of Education, at the close of the first round, those from Circuit No. 1 will be sent to the first school on Circuit No. 2, then forwarded to the second school and so on down the circuit. Those received from Circuit No. 2 will similarly be sent to No. 3 and those from No. 3 to No. 1. When the boxes will have made the second round they will be returned to the Department.

At the close of the second round the boxes will all be returned to the Department of Education. Immediately these slides will be sent out for the third round, that received from No. 1 circuit will be sent to No. 2, and those from No. 2 sent to No. 3, and those from No. 3 will be sent to No. 1. When the boxes have gone through the third time all slides will be sent to the Department of Education. Each school will then have used nine boxes.

Circuit No. 1

School	Name of Teacher
Leamington H.S.	G. A. Campbell
St. Thomas C.I.	Henry Wing
London C.I.	J. F. Calvert
Ingersoll C.I.	W. E. Shales
London Normal	G. W. Hofferd
Kincardine H.S.	P. M. Shorey
Wingham H.S.	J. A. Anderson
Stratford Normal	J. N. Emery
Arthur H.S.	A. R. McRitchie

Circuit No. 2

Whitby H.S.	G. S. Johnson
Port Hope H.S.	G. E. Copeland
Cobourg C.I.	R. P. D. Davidson
Picton C.I.	H. H. Graham
Peterborough Normal	A. J. Madill
Port Perry H.S.	Thos. Follick
Oakville H.S.	W. B. Wyndham
Dundas H.S.	W. H. Tuke
Hamilton Normal	G. A. McMillan
Niagara Falls S.	W. A. Porter

Circuit No. 3

New Liskeard	I. E. Dobbie
North Bay Normal	H. E. Ricker
Renfrew C.I.	Norman Davies
Ottawa Normal	G. A. Miller
Vankleek Hill C.I.	G. E. Pentland
Athens H.S.	J. A. Burchill
Brockville C.I.	F. P. Smith
Smith's Falls C.I.	G. W. Bunton
Winchester H.S.	F. J. Barlow

Amendments have been made to the Regulations recently whereby a teacher may qualify for Specialist standing in both Science and Agriculture. Here is the Regulation:—

"A Specialist's Certificate in both Agriculture and Science may also be obtained on the following qualifications: A First Class Grade A or a High School Assistant's Certificate, granted on the Science option under the Amended Regulations of 1917, with the degree of B.S.A. after the prescribed course at the Ontario Agricultural College." (Amendments to Regulation of 1918, p. 66.)

NOTE.—The Courses for the degree of B.Sc. (Agr.), provided for in Circular 47 A, will not be given hereafter except in the case of those students who have already begun the Courses therefor.

It is expected that a number of capable men who have taken the B.S.A. degree may be secured to enter the High Schools and Collegiate Institutes. The degree of B.Sc. (Agr.) as indicated will no longer be given, chiefly because very few seemed to be attracted to this course, only one man qualified since the establishment of the course in 1912.

It has also been made possible to obtain Specialist standing in Agriculture as follows, taken from the Amended Regulations of 1918, page 66:—

THE SPECIALIST'S CERTIFICATE IN AGRICULTURE

The provisions of Circular 47 (A) of September, 1912, have been amended, and, as announced in the Summer School Syllabus for 1918, the following are the courses for the Specialist's certificate in Agriculture obtainable by the holders of Permanent or Interim Specialists' certificates in Science.

(1) The two Summer School Courses for the Intermediate Certificate in Agriculture (including a course in Farm Mechanics).

(2) A third Summer School Course in the following:

Applied Science:

(*a*) Botany: Plant diseases; chemistry; soil fertility, stock foods; bacteriology; plant diseases, dairy bacteriology; common diseases of farm animals (may be taken with (*c*) below).

Field Husbandry:

(*b*) Grain judging, including field crops, seed selection; Horticulture; hybridization; fruit judging; plant breeding (may be taken with (*a*) above); methods of producing seeds of vegetables.

Animal Husbandry:

(*c*) Stock judging; feeds and feeding (may be taken with Chemistry in (*a*) above); poultry judging, poultry economics; dairying: butter and cheese judging, separator work and testing.

(3) A problem in research, covering at least the first year following that in which the third Summer School Course was taken.

The grants provided for maintaining classes in Agriculture in Secondary Schools and the requirements for earning these grants are set forth in the following regulations:—

Agriculture and Horticulture

LOWER AND MIDDLE SCHOOL

11. On the report of the Director that the Regulations have been satisfactorily complied with, the Department will pay the following grants:

(1) An annual grant, not exceeding $100.00 in each case, will be paid to the Board for carrying on the Lower and the Middle School Courses respectively.

(2) (*a*) An annual grant of $120 will be paid to the holder of a High School professional certificate and the degree of B.Sc. (Agr.), or to the holder of a Specialist's certificate in Agriculture, for carrying on the Lower and Middle School courses respectively, for the calendar year, or of $60 for each course carried on to the end of June, or of $40 for the remainder of the year.

(*b*) An annual grant of $80.00 will be paid to the science teacher who holds an Intermediate certificate, or to a District Agricultural Representative or an Assistant District Agricultural Representative of the standing of the Third year in the Ontario Agricultural College, for the Lower and Middle School courses respectively carried on for the calendar year, or of $40.00 for each course carried on to the end of June, and of $30.00 for the remainder of the year. For carrying on the course in more schools than one, the Agricultural Representative will be paid two-thirds of the regular grant for each additional school.

(3) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction in the Lower and Middle School courses respectively, a grant of $25.00 additional will be paid to the teacher or Agricultural or Assistant Agricultural Representative in addition to the salary paid by the School Board, and a grant not exceeding $25.00 for each course, to the Board.

(4) The grants will be apportioned on the reports for the calendar year.

(5) The accounts for the work shall be kept separate from the general school expenditure, and a financial statement shall be submitted on a special form by the

Secretary to the Minister at the end of December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

(6) The legislative and any municipal grants to the School Boards for Agricultural Education are made solely for the purpose of promoting the cause of Agriculture and Horticulture in the community through the work of the school, and may be expended as follows:—

(*a*) The grant of $100.00 for the general work:

For agricultural or horticultural books or charts, for subscriptions to journals on farming, dairying, gardening, beekeeping, poultry keeping, etc.; for the purchase of Babcock milk testers. spraying equipment, pruning and grafting appliances, school bee-hives, accessories for handling bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work, and for such other purposes as may be approved by the Minister.

(*b*) The special grant of $25.00 for the support of the special experimental and demonstration plots at or in connection with the schools:

For preparing the ground by manuring, cultivating or draining; for the rental or leasing of additional land adjacent to the school grounds; for the purchase of equipment such as tools, lines. labels, hot bed, cold frame or such other things as may be needed in carrying on the experiments; for the purchase of fertilizers or planting material, such as seeds, roots, bulbs, seedling trees or shrubs, or cuttings to be used in experiments or demonstrations; for the expense of caring for the plots during the summer holidays; and for such other purposes as may be approved by the Minister.

A certificate of having completed the First Course for an Intermediate or for an Elementary certificate, with an undertaking by the holder thereof to complete the second course in the following year will entitle the holder to qualify for the grants specified.

These grants will be paid also to the holder of a High School or First Class certificate and the degree of B.S.A.

Agricultural Departments in High Schools

The details respecting the maintenance of a Department of Agriculture in a Secondary School are given in a bulletin entitled "Recommendations and Regulations for the Establishment, Organization, and Management of Agricultural and Household Science Departments," issued in 1915 by the Department of Education. Up to the present four schools have each established a Department of Agriculture: Whitby High School, Oakville High School. Port Perry High School, and Drayton Continuation School.

In a measure, these schools are extending the meaning and usefulness of the High School, inasmuch as they are providing something that appeals directly to the welfare of the locality in which they are situated. To a certain extent this is a new departure in High School work, and it remains to be seen how this works out.

Farm Mechanics as a division of the work in Agriculture has been introduced into three of these schools: Whitby, Oakville, and Port Perry. This feature of Agricultural education is already proving of great value as an educational feature.

These schools are already extending the work of the High School by providing a short winter course suitable to the needs of the community.

Moreover, one of these schools (Whitby) makes use of a motion picture machine in giving demonstrations of certain Agricultural operations, not only in classes in this school, but also in surrounding public schools for evening meetings. A storage battery makes it possible to provide light sufficient to operate the machine even in the most out-of-the-way places. This feature of High School work links up the High School with the rural school to the advantage of both institutions. Motion pictures are rapidly becoming important factors in education, and the Department of Agriculture has already a considerable library of films which may be made use of by the schools.

It is expected that schools maintaining Departments of Agriculture may become the real Agricultural High Schools of the future.

The regulations respecting grants to such schools are here given:—

DISTRIBUTION OF GOVERNMENT GRANTS

19. Continuation or High Schools or Collegiate Institutes shall be entitled to grants from the Department of Education for their Agricultural or Household Science department or for both departments in accordance with the following scheme, provided they have complied with the Regulations in regard to accommodations. equipment, courses, staffs, and organization (1) of said department or departments, and (2) of the class of school to which said department or departments belong.

I. Agricultural Department

Fixed Grants

(1) An annual fixed grant of $150 for each year of the course in Agriculture.

Equipment

(2) (*a*) Fifty per cent. of the value of the equipment for Farm Mechanics for the first year and twenty-five per cent. of the value of said equipment for each of the two years thereafter—maximum total grant $750.

(*b*) Fifty per cent. of the value of the rest of the Agricultural equipment for the first year and twenty-five per cent. of the value of said equipment for each of two years thereafter. Maximum total grants for the three years $500.

Accommodations

(3) An annual grant on special accommodations, as follows:—

Agricultural Class-room

——	Room	Water Supply	Tables	Black-boards	Lighting	Heating	Ventilation	Store Room
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Grade I..	15 00	6 00	9 00	2 00	6 00	6 00	6 00	10 00
" II..	11 25	4 50	5 75	1 50	4 50	4 50	4 50	7 50
" III..	7 50	3 00	4 50	1 00	3 00	3 00	3 00	5 00
" IV	3 75	1 50	2 25	50	1 50	1 50	1 50	2 50

Experimental Plots

Grade I, $50; grade II, $37.50; grade III, $25.00; grade IV, $12.50.

Workshop

—	Room	Water Supply	Black-board	Lighting	Heating	Ventilation	Stock room
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Grade I..	15 00	6 00	2 00	6 00	6 00	6 00	10 00
" II..	11 25	4 50	1 50	4 50	4 50	4 50	7 50
" III..	7 50	3 00	1 00	3 00	3 00	3 00	5 00
" IV..	3 75	1 50	50	1 50	1 50	1 50	2 50

Salaries

(4) Annual grants as follows:

(*a*) (i) Fifty per cent. of the expenditure for the salaries of the staff of the Agricultural department when the whole course is taken up; maximum, $750.

(ii) When Farm Mechanics is not taken up, the maximum grant shall be $600.

(*b*) Fifty per cent. of each of the following payments, on the recommendation of the Advisory Agricultural Committee:

(i) To the teacher of Agriculture for supervising the Home projects as prescribed by Regulation, at the rate of $5.00 a day of five and a half hours, including the time spent in travelling. For each year's class, the grant shall be: for supervision during the school year, maximum $100; for supervision during the Summer holidays, maximum $50.

(ii) To the teacher of Agriculture for travelling expenses in connection with the supervision of each year's class, maximum $100.

(iii) To the special lecturer or lecturers in the Agricultural subjects. maximum grant $50.

II. Household Science Department

Fixed Grants

(1) A fixed annual grant of $150 for each year of the course.

Equipment

(2) Fifty per cent. of the value of the equipment for the Household Science subjects for the first year and twenty-five per cent. of the value of said equipment for each of the two years thereafter. Maximum total grant for the three years, $500.

Accommodations

(3) An annual grant on the special accommodations, as follows:—

—	Kitchen	Tables	Water Supply	Black-boards	Light-ing	Heat-ing	Ventila-tion	Storeroom, pantry, cupboard	Dining-room	Laun-dry
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Grade I	15 00	9 00	6 00	2 00	6 00	6 00	6 00	10 00	15 00	15 00
" II	11 25	5 75	4 50	1 50	4 50	4 50	4 50	7 50	11 25	11 25
" III	7 50	4 50	3 00	1 00	3 00	3 00	3 00	5 00	7 50	7 50
" IV	3 75	2 25	1 50	50	1 50	1 50	1 50	2 50	3 75	3 75

Salaries

(4) An annual grant of fifty per cent. of the expenditure for the salaries of the staff of the Household Science department if the whole course is taken up. Maximum total grant $600.

(5) If the supervision of the Home projects of the Agricultural subjects of the Household Science department is under the charge of the teacher of such department, the grants for such supervision shall be on the same bases as those provided for in Regulation 19 (4) (*b*) (i) and (ii), above.

NOTE.—To suit the re-organization of the work in Agriculture formerly done under the Ministers of Education and Agriculture, Section 33 (2) of the High Schools Act and Section 8 (4) of the Continuation Schools Act have been rescinded. By amendments made to the High and Continuation Schools Acts, County Councils may make grants in aid of the Agricultural and Household Science departments. As the grants offered in this Circular are provided by the Dominion Government, County Councils are not required to provide equivalent grants.

Agriculture in Normal Schools

The teaching of Agriculture in the Normal Schools is rapidly becoming established as one of the regular features of Normal School work. Owing to the large classes in these schools, and also to the fact that when the schools themselves were established very little thought, if any, was given towards making provision for the teaching of Agriculture. The difficulties arising out of this lack of special provision for the teaching of this subject are being met by making use of neighbouring farms, stock barns, and such other institutions as may be found in the city, for demonstrating certain farm operations.

In nearly all the Normal Schools larger grounds have been, or soon will be, secured for demonstrations in vegetable gardening and also for experimental work in connection with Field Husbandry. In the illustration here given of a portion of the garden of the Hamilton Normal School, intercropping and other garden problems are being worked out.

Laboratories are also being equipped for certain phases of Agricultural work. A considerable portion of such work may be done in the ordinary Science laboratory if provided with suitable simple equipment. The illustration showing a class at work on soil may serve to show how such a laboratory may be used for work in Agriculture. Such work is, of course, closely related to other subjects—notably physics, chemistry and geology; and practice in this character of work often gives vitality and interest to the ordinary High School physics and chemistry.

When the High Schools of the Province provide a course of study in both the Lower and Middle Schools, obligatory for those who expect to attend the Normal Schools and become teachers, less elementary work will then be needed, and consequently more time can be devoted to methods of management. In the meantime a good deal can be done under the conditions in which we are now placed, as may be seen from the following statement by Mr. McMillan, teacher of Agriculture in the Hamilton Normal School:

"During the session of 1917-18 two hundred and thirty teachers-in-training received the regular Normal School Course in Agriculture and Horticulture at Hamilton. As very few of the teachers-in-training have received a school course in Agriculture before entering the Normal School it has been necessary to treat each topic first in an academic way, and discuss it from the standpoint of method. Throughout the session the course in Agriculture and Horticulture was closely correlated with the work in Nature Study and Elementary Science.

"The expenditure of $276.00 for permanent Agricultural equipment facilitated the work immensely. Students were enabled to experiment individually. Each teacher-in-training made the Babcock test for butter fat in milk. By the use of lactometers they detected watering and skimming of milk, and by the aid of the O.A.C. dairy bulletins calculated approximately the extent of each. Through the kindness of Mr. Forster, Manager of the Pure Milk Co. of Hamilton, we were permitted to spend two Saturday forenoons in a dairy plant. Nearly all the students availed themselves of the opportunity and saw the milk delivered from the farms, examined, weighed, clarified, pasteurized, cooled, bottled and placed in cold storage ready for delivery. Other interesting features were the pasteurization of cream, the process of washing bottles, the artificial cold storage plant, ice-cream manufactured, and the bacteriological department.

"For candling eggs each desk in the laboratory was equipped with two egg candles. Each consisted of an oak stand carrying an electric light globe above and covered with cardboard case supplied by the Poultry Branch, Department of Agriculture, Ottawa. These were used by the students in candling fresh and stale eggs and in testing eggs from our incubator for fertility. One coal-oil lamp was equipped and used similarly to demonstrate a method for rural schools. The lantern slides and class work on varieties of poultry were supplemented by a visit after school to the Hamilton Poultry Show, where a large variety of birds were seen. By special arrangement approximately 130 students attended in a body under the children's admission fee.

"In the study of farm animals, use was made of the lantern slides supplied by the International Harvester Company and of others, the property of the school. One Saturday forenoon was spent at the Asylum barns, where valuable assistance was given by Mr. Grey, farm superintendent. Here we saw a root-cellar, a silo and many features of a good dairy barn. After the good points of a dairy cow had been demonstrated, an animal was taken into the yard, and the students judged it by the use of score cards. The characteristics of light and heavy draught horses were also pointed out.

"The weed seeds collected on excursions in the autumn were examined, drawn and described by the students in class.

"Considerable equipment for soil studies was secured during the year and the laboratory course on soils was applied in garden work in the spring term.

"Early in March, cabbages, tomatoes, celery, etc., were started in flats indoors. These were later transferred to hot-beds prepared and cared for largely by the students. The students also prepared cold frames into which many seedlings were transplanted when crowded. In this way were produced all the young plants required by both the students and Strathcona School pupils in our school gardens.

"In our school garden the system of intercropping was followed to a great extent and has proved very successful.

"In the garden work the students gain experience in certain operations in their own plots. Each then assists one or more public school pupils with the same work in the children's garden. In this way the teachers-in-training get experience that may help them later in their own schools.

"To carry out this scheme successfully each of the five classes of teachers-in-training should be given charge of a public school class for the garden work of the spring term. This would demand a large amount of garden space. Last session one hundred and sixty public school pupils received individual garden plots under the direction of the Normal students. The total garden area approximated forty-eight square rods. There remained perhaps one-sixth of an acre for students' plots and for demonstration work. The addition of another city lot to our garden this year will assist materially. But if satisfactory work is to be done in horticulture and floriculture permanent provision should be made for fruit trees, small fruits and a greenhouse."

The last statement given by Mr. McMillan touches a very important feature of the accommodation—a greenhouse. Every Normal School should be provided with a greenhouse, not so much for ornamental plants as for a sort of laboratory in which Agricultural and Horticultural problems can be worked out.

The accommodation and equipment for teaching Agriculture are not yet all that could be desired. The following list shows, to a certain extent, the value of the equipment:—

Equipment for Agriculture in Normal Schools

Normal School	Equipment	Books	Other material
	$ c.	$ c.	$ c.
Hamilton	276 00	10 05	117 92
London	101 50	18 00	168 50
North Bay	182 94	28 71	.....
Ottawa	.....	36 63	.....
Peterborough	66 11	.....	22 08
Stratford	259 90	30 00	50 00
Toronto	344 83	.....	44 85

The rural schools affiliated with the Normal Schools are given in the following list. It is much to be regretted that the officers in charge of these schools have not been able to secure teachers with certificates in Agriculture.

Teachers of Agriculture in the different Normal Schools

Hamilton	G. O. McMillan, M.A., B.Pæd., Queen's
London	G. W. Hofferd, B.A., Queen's
North Bay	H. E. Ricker, M.A., Queen's
Ottawa	G. A. Miller, M.A., Queen's
Peterborough	A. J. Madill, B.A., McMaster
Stratford	J. W. Emery, B.A., D.Pæd., Toronto
Toronto	David Whyte, B.A., Toronto

All of these men except Mr. Hofferd hold Intermediate Certificates in Agriculture. Mr. Hofferd holds Part I of this certificate, and will complete the course by taking Part II in 1919.

The schools affiliated with the Normal Schools are given in the following list. These schools have all made a good start and it is hoped that efforts for advancement of such schools may be fostered and encouraged in every possible way. It is also hoped that some of these schools may, in the near future, become centres of consolidation.

Schools Affiliated							Teacher of Affiliated School				
Normal School	Section No.	Township	Date of affiliation	Miles from Normal	Secretary	P.O. Address	Name of Teacher	Cert.	Certificate in Agricul.	Salary from Board	Salary from Dept.
Hamilton	5	Barton	Sept.,1916	2	Lees Beckett.....	Mt. Top, Hamilton	J. B. Russell....	I	No Cert.	$650 com.	$200
		Burlington Beach	"	6	Burlington B. Commission, room 800, Bank of Hamilton	Hamilton	Margt. Cattanach	I	Pt. I, 1918	$700	200
	U3	W. Flamboro & Ancaster	Sept.,1918	6½	W. H. Brooking.....	R.R. 3, Dundas.....	Deane Whitson..	I	" I, 1918	700	200
Stratford	3	Downie	1909	5½	D. M. Ballantyne.....	R.R. 3, Stratford.....	Hazel Yates	II	Pt. I, 1917	600	200
	5	"	1916	4	S. Richardson	R.R. 1, St. Paul's.....	E. Bradshaw....	II	Cert.	600	200
	9	"	1916	7½	Wm. Muir	R.R. 5, St. Mary's.....	M. McCully.....	II	Cert.	700	200
Peterborough.	3	Smith	Sept.,1916	3	Percy Edmison.....	R.R. 2, Peterborough ..	Kate McLean...	II	Cert.	675	200
	5	"	"	6	G. D. Mann	Bridgenorth	M. I. Klinck	II	Cert.	750	200
	6	Otonabee ...	"	3	Alex. Huston.....	R.R. 6, Peterborough ..	Phyllis Borland.	II	No "	700	200
London	7	Westminster	Sept.,1916	4	R. T. Baty.....	R.R. 1, Wilton Grove..	C. E. Johnson ...	II	No Cert.	750	200
	13	"	" 1918	12	Jas. McMillan	Glanworth	Jean Hutton	II	Pt. 1, 1918	725	200
	22	London	" 1918	4	R. Dengate.....	Ealing.....	Helen Paterson.	II	Cert.	650	200
North Bay...	5	Widdifield ..	Sept.,1916	9	Wm. Downie.....	Feronia	Ethel Luckens..	II	Pt. I, 1916	600	200
	1B	Ferris	"	2	James Pasmore	North Bay.....	Vina Fennell....	II	Cert.	600	200
Ottawa	14	Nepean	Sept.,1916	3	Thomas Mulligan.....	R.R. 1, Hintonburg....	Margaret Innes.	II	No Cert.	650	200
	3	Gloucester ..	"	4	John Beamish	Billing's Bridge.....	E. Lovina Rose..	II	Pt. I, 1917	650	200
	3	Nepean	"	7	W. F. Bell.....	R.R. 1, Britannia Bay..	Marjorie Loney..	II	No Cert.	650	200
Toronto.....	U1	King and Whitchurch	Sept.,1918	9	Fred. Legge..	Oak Ridges	Mary Trench ...	II	No Cert.	600	200
	4	York	"	6	Jno. McKenzie	Willowdale	M. A. Beatty....	II	Pt. I.	700	200
	U2	Vaughan and Markham	Sept.,1917	12	R. Thompson.....	Langstaff	Frances Brown.	II	Pt I, 1918	650	200

SUMMER COURSES, 1918

Ontario Agricultural College

Whatever may be the tendency regarding increase or decrease of attendance in schools and colleges during the war, there is no uncertainty about the progress in the Summer Courses for teachers given at the Ontario Agricultural College. In 1918, all told, there were 368 teachers and 79 inspectors. The following schedule shows the attendance since 1911:—

Attendance at the Ontario Agricultural College Summer Courses in Agriculture, 1911-1918

Year	Elementary				Intermediate					Inspectors	Farm Mechanics	Total
	I		II		I		II		III	I II	—	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	—	—	
1911	8	75	1	16	....	.....	....	.....	....	.....	.....	100
1912	16	65	2	23	....	.....	....	.....	....	.....	.....	106
1913	14	64	5	36	23	4	....	.....	....	.....	.....	146
1914	8	55	5	27	13	4	14	.....	....	.....	.....	126
1915	15	39	5	18	17	1	9	1	....	.....	.....	105
1916	11	99	9	31	15	3	14	1	....	.....	.....	183
1917	15	138	7	81	9	1	13	2	....	.....	10	276
1918	6	187	7	119	20	11	9	.....	9	79	9	456

The foregoing table indicates a marked tendency since 1915 towards an appreciation of the Courses provided by the staff of the Ontario Agricultural College, under the direction of the Department of Education. The table shows the number in actual attendance at the College, but omits, of course, to give the number who made application for admission. More than three hundred applied for admission to Part I of the Elementary Course in 1918, but the College was unable to accommodate only two hundred in this class, consequently, over a hundred candidates were disappointed in their endeavour to secure further education along agricultural lines. It is hoped that in 1919 arrangements may be made to accommodate, at other centres than Guelph, if necessary, all who wish to take these courses. In some respects the people of Ontario are only commencing to understand the importance of this great movement to increase the efficiency of the Ontario educational system.

As shown in the table above, 79 inspectors attended the courses in 1918 and took the work provided for the classes which take the courses leading to an Intermediate certificate. These men should be equipped not only to direct the work of the teachers, but also to take an active part in this propaganda of rural improvement. As is the case with the teachers, the inspectors will complete the work leading to an Intermediate certificate in 1919.

A considerable number of those who enter Part I of the course leading to an elementary certificate, for some reason or other do not complete the course by taking Part II. The following shows the percentage of shrinkage:—

Number taking Part I		Number completing Part II the following year		Decrease per cent.
1911	83	1912	24	71
1912	81	1913	41	50
1913	76	1914	32	58
1914	63	1915	23	64
1915	54	1916	40	26
1916	100	1917	88	12
1917	158	1918	126	20

These figures show a very marked improvement in 1916 and 1917, with respect to the dropping out referred to.

An interesting feature of the Summer Course in 1918 was the presence of 28 "Sisters," teachers from R. C. Separate Schools. Though handicapped somewhat in the garden work by their method of dress, they accomplished manfully all the regular work, in class, laboratory and garden, with praiseworthy success.

On account of the large number in attendance, dormitory or boarding accommodation could not be provided for the men, consequently, the courses for all concerned lost much of their charm and something of their efficiency. Going back and forth down town consumed much time, and in most cases this prevented attendance upon evening meetings.

As was the case last year, the swimming tank provided an opportunity to learn to swim, and also a means of enjoyment to those who had previously learned.

A pageant put on by a number of teachers under the direction of the Instructor in games was very much appreciated and enjoyed by all. A collection on this occasion produced $43.00, which was sent to the Fresh Air Fund of the "Daily Star."

Though the work was strenuous and the weather hot, the teachers and inspectors enjoyed the work, and no doubt will carry away much of experience that may be useful in their regular spheres of labour.

In addition to the regular class work six special lectures were given on Consolidated Schools by Mr. Lee L. Driver, of Winchester, Indiana. Consolidation of schools in Ontario is now, and is likely to be for some time, a live question in rural communities in Ontario. Information along this line received at first hand from Mr. Driver is highly appreciated.

Opportunity was also provided for the High School teachers in attendance to learn the method of operation and the usefulness in Agricultural education of the motion picture machine. It is expected that in the near future the Department of Education may provide a few such machines to be sent from High School to High School where Agriculture is being taught, along with sets of films illustrating different topics of Agriculture. Having this in view, it was deemed wise to give the teachers of Agriculture practice in operating motion picture machines.

The social features in 1918 were not so effective as formerly because of the fact that the men roomed down town. However, two enjoyable and profitable excursions, one to Rockwood and the other to the convalescent hospital, were carried through very successfully.

A pageant given by the boys and girls of the neighbourhood provided considerable amusement.

But, perhaps best of all, was a picnic outing on the afternoon of August 1st to which all those in attendance—inspectors, teachers, and rural leaders—were invited.

These courses are improving year by year, and the College staff spares no pains in providing the very best the College can supply. The teachers and inspectors appreciate very highly the splendid efforts put forth by those in charge.

Dr. Cody, the new Minister of Education, spent a day visiting the class-rooms and expressed his whole-hearted sympathy with the work of the staff, and realized that those in attendance upon the classes were gaining much that will increase the efficiency of the rural schools. At the close of the afternoon session he delivered an inspiring address in the gymnasium to the inspectors, teachers, and others—about 600.

A new Manual on Elementary Agriculture and Horticulture has recently been published, which will prove, no doubt, of considerable assistance to the teacher. This manual may also serve to bring more fully to the minds of the Instructors of the Summer Courses in Agriculture the body of material to be made use of, and the character of instruction likely to be most serviceable in Forms III and IV (Grades 5 to 8) of our Public and Separate Schools.

APPENDIX G

THE LIBRARY OF THE DEPARTMENT

THE HONOURABLE H. J. CODY, M.A., D.D., LL.D.,
Minister of Education for Ontario.

SIR,—I beg to submit the Report of the Library of the Department of Education for 1918.

The Library of the Department of Education is, in the main, a pedagogical library. It serves two classes of persons: (1) The staff of the Department, the inspectors and teachers at work in the various classes of schools, and persons reading for degrees in pedagogy or investigating problems in education. (2) The students-in-training in the Toronto Normal School.

It contains over 35,000 books covering every phase of school work; reports and official publications of Departments of Education in the British Empire, United States, etc.; and bulletins and monographs from such institutions as the Bureau of Education in Washington, and the Teachers' College in Columbia University. Its list of 126 periodicals includes the leading British, American, and Canadian Educational journals; and magazines devoted to literature, art, history, geography, science, mathematics, economics, psychology, etc. New books are added from month to month.

To persons in class (1) above, books are loaned for a period of two weeks, which may be extended on request, provided there are no other applicants in the meantime. The Department pays the postage out and the borrower the return postage.

A number of inspectors and teachers use the library frequently, but there are many who either do not know that it is at their service or do not realize how helpful it can be. To illustrate its usefulness:

In reply to requests for information there have been sent out recently books, bulletins, and periodicals dealing with supervision and inspection of schools; state, city, and township surveys; consolidation of schools; vocational, industrial, and technical education; open air schools; medical inspection of schools; the school as a social institution; housing; education of the feeble-minded; bilingual teaching; value of the classical languages in education, supervised study; scales for the measurement of intelligence; standardized tests for determining progress in various school subjects; experimental studies in the psychology of various school subjects; history of education in different countries; bibliographies on questioning and on professional books and school journals for teachers of rural schools. To these may be added requests for books on methods of teaching the various school studies, for books to supplement the school texts, for books to be read for degrees in pedagogy, and for books of service to students taking courses in the Ontario College of Art.

There is, of course, a steady demand for books on literature, history, biography, travel, science, the useful arts, etc.

If there were a general catalogue of the books in the library, or if catalogues of separate departments such as education, language, literature, art, mathematics, science, history and biography, geography and travel, etc., were published and distributed, inspectors and teachers would know what the library contains and would take advantage of the opportunities offered them for studying the best books on education and increasing the range of their own reading.

For students-in-training in the Normal School, the library has a large supply of reference books—dictionaries, encyclopaedias, gazetteers, atlases, concordances, books of quotations, year books, readers' guides, etc. It offers them a wealth of material to supplement the instruction given in the lecture rooms and in their text-books. It supplies them with ample information on subjects which they are assigned to teach and with suggestive methods of presenting such subjects to their pupils. It provides them with opportunities to become acquainted with standard literature—history, biography, poetry, fiction, etc.—works of inspiration and re-creation. Through the use of the periodicals, they may keep in touch with the intellectual, social, and political life of the time, and with current thought and practice in education.

But it is to be regretted that the usefulness of the library is lessened because so many students do not know how to consult, intelligently and quickly, dictionaries, encyclopaedias, atlases and other reference books. Few are aware of the variety and extent of the information contained in a modern dictionary. Many are unable to interpret accurately the diacritical marks and signs used to indicate the pronunciation of words in one or more dictionaries, or to make a correct choice of definitions and synonyms. They have not had direct, definite, and systematic instruction in the use of reference books, especially the dictionary. The habit of consulting such books has not been established nor is their value appreciated.

Many do not know how to use advantageously, tables of contents, indexes, chapter headings—those technical devices by which the reader obtains, with reasonable economy of effort and time, the purpose and plan of a book, a general idea of the topics treated in it, and whether it is likely to be of service or interest to him.

The student who is not given this instruction and training during his high school course is, to that extent, impeded in his studies, is unable to take full advantage of the help which the school library offers, and is handicapped when he enters a normal school or college.

Many students do enter on their normal school course without this training, and the lack of it becomes very evident when they attempt to use the library to supplement lectures, to prepare lessons for practice teaching, or to search out for themselves information needed to solve some problem or to justify some opinion. These students need, for immediate service, a little instruction and considerable individual practice in the use of reference books, on how to find books on the shelves, and on the distinctive characteristics of leading periodicals.

But there is a further training to be provided for. The young teacher, when he completes his normal school course, will, in all probability, have charge of one of the 5,381 rural school libraries in this province, and its success or failure will depend mainly upon him. The rural school library is not simply a supplementary agent, but a vital factor in school work. What practical preparation for this important phase of his work does he receive during his professional training?

The course prescribed for Literature includes the following:

"Principles to be kept in view in selecting works for the school library; methods of making use of the school and the public library; means of securing the co-operation of the home in the pupil's reading.

Bases of selection of material for the different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to the lower grades, and of works suitable for the higher grades; complete wholes versus extracts.

The course shall include a course in literature, in part based on selections in the Readers; directed sessional private reading course; suggestions for future reading."

However excellent the lectures on principles to be kept in view in selecting books for the library and on methods of using them, such instruction must be followed by carefully supervised practice work in the library if it is to be effective. To select several books, to evaluate each in the light of the purpose it is to serve, and to say in what class each should be used is one of a series of practical problems the solution of which will help to show how far the principles of selection have been grasped by the student. But it is the personal element in such work that is vital. It is the discussion of a book with a student or group of students, from time to time, that arouses interest, that evokes personal opinion, that shapes criticism, that develops a taste for good literature and tends to establish the library habit.

It does not appear that provision has been made for instruction in library organization, that is, in purchasing, accessioning, classifying, and card-indexing (cataloguing) books or in recording circulation and returns. This work is essential in every library if business methods are to be employed and intelligent direction and continuity of policy secured.

In all, or nearly all, of the state normal schools in the United States there are definite courses in library training, varying in length from a few weeks to a two-year term with a lesson period each day.

The majority of the students who complete the courses of study in our normal schools each year begin to teach in the rural schools, and it is evident that the preparation which they receive for the practical management of rural school libraries is insufficient.

The number of books added to the library during the year was 1,038; of these 817 were purchased, 43 were donated, and 121 were bound magazines.

The number of books given out as loans was 16,862, and the number drawn for reference in the library 5,165, in all 22,027.

The number of periodicals subscribed for was 126 and the number of loans 1,998. With some exceptions, illustrated periodicals—art journals especially—are not given out as loans.

I have the honour to be,

Sir,

Your obedient servant,

D. J. Goggin,

Departmental Librarian.

The Departmental Library,
Toronto, January 11, 1919.

APPENDIX H

REPORT OF THE INSPECTOR OF PUBLIC LIBRARIES

To the Honourable H. J. Cody, M.A., D.D., LL.D.,

Minister of Education for Ontario.

Sir,—I have the honour to submit the following report of your Public Libraries Branch for 1918, and the statistics, etc., of the Public Libraries of the Province for 1917; also a statement of the grants paid in 1918 to Public Libraries, and to Historical, Literary, and Scientific Societies.

Summary of Matters Worthy of Special Notice

1. During the period of the European war, with every loyal Canadian performing war service either overseas or at home, when peace of mind was unnatural, when many enforced demands were being made on the public, and a slackening of effort in non-war work was excusable, our public libraries made notable progress. Expenditure increased 44 per cent. and the use of books 53 per cent.

2. On the initiative of the Honourable Dr. H. J. Cody all of the military camps in Ontario—fifteen in number—were supplied with libraries.

3. Several military hospitals were furnished with libraries.

4. The circulation of travelling libraries shows an increase of fourteen per cent., exclusive of libraries sent to military camps and hospitals. There is a large field that invites an extension of our travelling library system.

5. A successful training school for librarians and assistants was held.

6. The public library problem requires that our professional training system be placed on a more permanent basis, and that it provide a longer course for specialists and for librarians of city libraries, also a shorter course for librarians of smaller libraries.

7. The circulation of books through public libraries for 1917 was increased by 450,000 volumes over the previous year.

8. Four additions have been made to the free libraries' list, and six association libraries were organized.

9. Notable progress has been made by several of our larger town and city libraries in raising their standard of service. All important appointments and promotions were given to trained persons, and the majority of them on the recommendation of the Inspector of Public Libraries.

10. The salaries of the librarians and assistants in a number of libraries were appreciably increased. In every case where qualified librarians and assistants were required to fill vacancies, the salaries that were offered were considerably higher than were formerly paid for the respective positions.

11. Experiments were made in organizing new association libraries by sending a member of the Inspector's staff to three communities where prospects seemed

favourable for library establishment. In each case a library was organized during the day of the staff-member's visit, funds were secured for books and furniture within a few days after the visit, and all three libraries are now serving their communities.

12. The greater interest that small libraries are showing in careful and systematic book selection is serving as a test to prove (1) that the book trade is either unwilling, or considers it unprofitable to fill satisfactorily small orders of well-selected books suited to the needs of small town, village and rural libraries, (2) that some action should be taken by the Department to secure for the smaller libraries a satisfactory means of securing the books best adapted for their needs.

13. The public library situation calls for more professional service from the Department, notably in professional training, library inspection, and editorial work.

14. The staff of the Public Libraries Branch requires to be strengthened by the addition of a few trained assistants. The responsibilities already assumed by the Branch can not be met successfully by the present organization. A large and progressive programme including more adequate inspection, a satisfactory training system, extension of travelling library service, and better editorial work, makes an urgent demand for strengthening and reorganizing the Branch's forces.

15. The two rooms occupied by the Public Libraries Branch are unsuitable and altogether too small. The work is seriously retarded for the want of proper accommodation; four times our present floor-space should be available for travelling libraries alone. Thousands of books are now kept in small boxes in the basement of the building. It is impossible to assemble our book collection. All of our equipment for library school purposes must be packed in boxes between school periods; the school work is made unnecessarily difficult for the want of more accommodation.

16. The Inspector of Public Libraries was unsuccessful in an attempt to arrange a system of co-operation with the Minister of Soldiers' Civil Re-establishment, Dominion Government, for the purpose of serving returned soldiers with books to supplement their vocational instruction.

17. Five library training schools in the eastern United States invited the Inspector of Public Libraries to give a lecture to their respective classes. The Schools visited were: New York State School, Albany; New York Public Library Training School, New York; Pratt Institute School of Library Science, Brooklyn; Simmons College Library Training School, Boston; Library Training School, University of Syracuse, Syracuse.

The Public Libraries are Progressing

All indications point to progress on the part of our public libraries. Several have made notable advances, a large number have shown appreciable progress, and too many have "marked time." On the whole there is reason for congratulation.

We have a certain number of libraries that will compare favourably with the best on the continent in building, books, organization, service, and results; a larger number are doing fairly good work, and the majority have not reached a reasonable standard. I believe that the Public Libraries Branch is making progress toward the realization of a higher average standard of public library service for the people, and that with a stronger organization, better facilities, and new legislation and regulations, a high standard should obtain in the near future.

Former reports have referred to the limitations under which the majority of libraries have been working, and also to desirable policies for adoption by the Department; these with matter dealt with in this report will be placed in proper form before the Minister during 1919 in the hope that satisfactory means of solution will be provided for the several problems.

Libraries for Soldiers-in-Training

One of the first acts of the Minister after accepting his portfolio was to instruct the Inspector of Public Libraries to place libraries in all of the military camps in the Province for the use of the soldiers-in-training. A large file of letters from officers-commanding and others testifies to the popularity of the libraries and to the appreciation of all who made use of the books.

Each camp was visited by a representative of the Public Libraries Branch for the purpose of studying conditions and of arranging for the reception of the books and for their circulation. The purchase of the books, their preparation for use, shipping, etc., were all done within a few weeks.

About 8,000 volumes were purchased and 2,500 were received as gifts. The libraries sent out ranged from 250 to 2,500 volumes each.

The camps served were:

Niagara Camp.
Petawawa, Artillery Camp.
Petawawa, Infantry Concentration Camp.
Petawawa, Siberian Force.
Deseronto, Headquarters Camp.
Leaside (R.A.F.).
Fort Henry Camp.
Camp Borden (R.A.F.).
Camp Borden (Quarantine Camp).
Camp Rathbun (R.A.F.).
Camp Mohawk (R.A.F.).
London Camp.
Beamsville, School of Aerial Fighting.
Armour Heights (R.A.F.).
Brockville Camp.

Thirty-five ladies, members of the Toronto Public Library staff, very kindly assisted in preparing books for circulation.

The Toronto Public Library presented the Department with 2,000 volumes secured in a "book-drive" for the use of soldiers, and the Peterborough Public Library contributed 500 books.

Libraries for Military Hospitals

Several military hospitals and institutions used by returned soldiers were supplied with travelling libraries through the year, and after the signing of the armistice in November, the camp library books were called in and sent out for the use of returned men.

The following places are using Departmental libraries:

Whitby Convalescent Hospital.
St. Andrew's Convalescent Hospital, Toronto.
Davisville Orthopaedic Hospital.
Guelph Military Hospital.
Mowat Sanatorium, Kingston.
Wellington Street Barracks, Ottawa.
Imperial Munitions Board, Beamsville.
Soldiers' and Sailors' Settlement, Kapuskasing.
Soldiers' and Sailors' Training School, Monteith.
Freeport Hospital.
Fort Henry Hospital.

Ontario Libraries and War Service

During the period of the war our librarians, assistants, and trustees as a class, took prominent parts in various kinds of war service, and in supplying literature for soldiers-in-training. The libraries that were situated near training camps and winter quarters welcomed the soldiers to their libraries, and many of them sent books for use in the camps.

The conditions under which Canada went into the war and trained her men did not favour the formation of a library organization from the beginning that would serve the soldiers in the way librarians would have liked. We entered the war early in August, 1914. We knew so little about war that many thought it would not last long, and that the first contingent might be the last one to cross the Atlantic. Our first contingent men were mobilized, their clothing was made, they received a certain amount of training, and left our shores on or about the 24th of September, 1914, for England. When the men who were to form the second contingent were marching on our streets, many wondered if they would ever see the firing-line, so little did we realize the great problem that was before us.

Our men were not trained in permanent camps. The places that were to be chosen for training and for winter quarters were very uncertain. The whole scheme was of such a nature that the best kind of library service could not be performed. How different it was with our friends across the border with two years of study and experience of war conditions, with their large permanent cantonments—conditions which favoured the wonderful library organization of the American Library Association which served the soldiers-in-training for a year and a half. Our libraries did their best under existing conditions. During 1918 the libraries furnished by the Department of Education gave an adequate service to all of the camps in Ontario.

Travelling Libraries

The circulation of travelling libraries has increased somewhat. This division of the Branch was turned to good account in serving soldiers in camps and hospitals. There is a tremendous field in Ontario for extending the benefits of travelling libraries, but the work is hampered in every conceivable way. More accommodation is required for this work; it is impossible to assemble the collection of books in the small room in which most of the books are kept. More room, more books, and sufficient trained help are required. The Department has a big travelling library problem.

Professional Training

The Department has advanced creditably in the professional training of librarians. The work of the last three schools has been highly appreciated by a large number of libraries throughout the Province, and a keener interest is being shown by library boards for securing the services of assistants and librarians who have been trained in the Departmental school. This phase of our work requires the best consideration of the Minister. The course extending over nine weeks such as was given in 1917 and in 1918 has produced excellent results, especially with unusual students and those that had experience under good conditions. After the experience of 1917 and 1918 I am convinced that the course is too intense for the average library school student: the majority found it very difficult. The

course contained nothing that was not required in an elementary course; therefore, the only satisfactory change that can be made is to lengthen the term to three months. This would give us a course part way between a short course and a full course.

Conditions in Ontario really require three types of library training schools (1) a short course covering one month for the training of librarians in small towns and general assistants in town and small city libraries; (2) a course similar to the one given in 1918 but extended over three months; (3) a full course covering an academic year. A school could be organized that would include the features of these three courses. The cost would be about $4,500 more than the amount that is provided at present for the nine weeks' course. I have good reason to believe that a full-term course covering approximately eight months, would be highly appreciated by the libraries of Ontario, and would be patronized to an extent that would justify the establishment of such a school. This would be the ideal course for all those wishing to take library training, but for economic reasons the majority of students require a shorter course.

A three months' course would be of considerable value and would for some time attract a large number of students. It would service well for training general assistants, and librarians for large towns and small cities.

A one-month course would serve to train those who could not take a longer course, and would give the kind of training that should be demanded of the librarians in the smaller towns.

In the classes of 1916, 1917 and 1918, the primary object was to train those who had library positions, and in organizing the course we assumed that each student would, through experience, have gained an insight into librarianship, but the great majority of the students had little or no experience, and a number of them had a kind of experience that was of little value to them in the study of modern librarianship. The ones that had had experience that was really worth while were very few in number, but they proved to be the most desirable students in that they left the school capable of doing excellent work according to modern standards.

The cumulative effect of our work in professional training, and the emphasis that we have placed on the necessity for a higher standard of librarianship have brought us to the point where a permanent patronage is assured for library training classes. If regulations are to be brought gradually in force calling for the certification of librarians, a more adequate and permanent system of professional training should be decided upon during the year 1919.

Publications

The Ontario Library Review and Book-Selection Guide, has been published each quarter.

Late in the year we published a pamphlet "Filing Rules for Dictionary Catalogues," by Miss Winifred G. Barnstead.

Several new pamphlets for the instruction and guidance of librarians and trustees are required. It is the intention to recommend the preparation and publication of such works from time to time.

Small Libraries Require a more Satisfactory Source from which to Purchase Books

Progress is seriously retarded in the large number of small libraries throughout the Province for the want of the right kind of bookselling service. The im-

portance of this matter deserves immediate attention. The Department should establish a book-room for serving libraries that are established under the laws of the Province, or arrange for the organization of a satisfactory private store and collecting agency.

The smaller public libraries, fully 350 in number, and, I believe, the several thousand school libraries throughout the Province, are faced with the difficulty of not being able to obtain reasonably good service when they want to purchase the best kind of books for their purpose. The Public Libraries Branch and, I know, the school authorities have done good work in encouraging wise book-selection, and catalogues have been compiled, and carefully selected lists have been issued from time to time, for the use of public libraries and schools. Such work can not produce satisfactory results if library boards and school boards can not procure the books they select, except through an exceedingly difficult process—so difficult that not one library or school in fifty will adopt it. The buying power, or perhaps the buying *humour* of small libraries of all kinds is not as great as though the securing of the right books were reasonably easy.

Our libraries of all kinds should be representative libraries, that is, they should represent the book needs of their possible patrons. It is obvious that every lot of books purchased should help to form and contribute to the building of a representative library. The book-trade in Ontario does not offer the kind of service required by small library "builders."

The stocks of wholesale dealers merely represent the few books whose sale is being especially promoted. If one were to visit every dealer in Toronto at a given time, he could collect a fair number of good new books, that is, each volume might be a worthy one, but as a collection they would not form a wise three months' purchase of new books for a library; many classes of books required for library use would be unrepresented. The situation was well stated by one of our library school students in answer to the following examination question:

"You have used several representative reviews recently, and you have seen the books that represent the stocks of recent publications offered for sale by Toronto publishers and wholesale dealers. Assuming that the stocks are typical representations of what the dealers offer for sale, discuss concisely the respective merits of selecting from the best reviews and from dealers' shelves."

The answer: "There is no comparison, to my mind, between a list of books chosen from representative reviews and selection guides—such as we have used lately, and from the publishers' stocks. I should say that not more than one-tenth part of the new books was exhibited; there was an absence of a large number of recent desirable books, and there was an insufficient variety of classes. Of course it is an advantage to see the books one is selecting from, but when the books available for examination do not represent the best in all classes and kinds they do not serve as a safe source for selection for a library. Good reviews and selection guides are written usually by competent reviewers, and book-selectors; with a wise choice of such guides for systematic perusal, and a discriminating use of them, one may select from a wide field of books in every class of literature and secure the quality and variety of books required by one's community. It seems to me absolutely senseless to depend upon the few unrepresentative books that can be seen. I would use reviews systematically and compile a list of my selections. I would examine the books I could see, and when so doing I would keep in mind the books on my list chosen from the wide field and from all classes. I would be influenced by my list and my knowledge of the field of available books, and not by dealers and travelling salesmen whose sole object is to *sell, sell, sell,*

and from their own 'favourites.' I would make my own selections and patronize a firm or adopt a system that would ensure my getting the books selected."

The answer given by the student is a good one. By following the method described her selections from *new books* would, in all probability, be representative. If she were a librarian in a town, village or rural library, her chief difficulty would be in obtaining the books selected.

I have before me a list of 168 new books suitable for a town library. They were all published between August and December, 1918, and represent 56 different publishers. Less than half of them were obtainable in Toronto in January, 1919, and among the books absent from dealers' stocks were many popular ones of the highest educational value. It would be interesting to make a list of the best books that were on sale in Toronto nine months or a year ago, and try to discover how many of them are purchasable there now. A case comes within our experience where a librarian selected eighty books that he considered the best eighty for a small library from the publications of the preceding twelve months; only eleven of them were obtainable in Toronto at the time the list was made. As the average small library purchases its books at rare intervals, it will be readily seen that it must depend upon something more than the stocks of Toronto dealers for procuring the right new books.

It is quite apparent that small libraries can not obtain from Ontario wholesalers' and publishers' stores representative selections of new books even by keeping in continuous touch with what is on sale. But our libraries can not keep constantly informed. A small library is a small and infrequent purchaser. It depends usually on one or two dealers who prefer to sell the books in which they have a special interest. They are usually willing to collect other books on an order-list from other dealers in their own city; but at the best they can only secure locally the books that happen to be on hand at a particular time. If a list contains the best selections covering a period of several months, there is a temptation for the dealer to offer substitutes; experience has proven that small libraries are rarely favoured by having books imported for them. The average small library order being small, importing for it is evidently not looked upon as desirable business under present conditions. The library in turn does not care to receive promptly the few books that are picked up easily, and then receive others at intervals thereby adding extra express and postage charges, and at the same time being uncertain as to whether some of the books will ever be received.

The results that obtain with a very large number of our libraries are not the best that might be expected even under the undesirable conditions referred to. Our records show that the majority of the small libraries are victims of firms that send nothing but books from one stock, and the ones that happen to be in the shop at the time of shipment. The dealer sends a box of books on approval, and several months' purchase money is expended for books from the said box. To the exclusion of what other dealers have to sell at the time, and what none of them have to sell except by importation, the library makes its choice from a narrow, unrepresentative selection consisting of a few good books and others not so good, with many classes absent. It will be easily seen that repetitions of this method of selection and purchase year after year will not contribute to the building of a well-balanced, representative library. The small libraries are partly to blame for this. There has been a notable improvement of late, but the difficulty in securing carefully selected books is a hindrance to our work in encouraging better book-selection.

The preceding remarks will show that the small public libraries and the school libraries are not provided with a satisfactory means of obtaining what they require from the output of *newly published* books. But new books are not all that are wanted.

Books other than those of current publication form a substantial part of a well-managed library's selections for a year. Replacements are always needed, and classes and departments require strengthening, therefore, books one, two, five, and ten years old are wanted, and also selections from the books of all time. There are several hundred titles representing all classes of books that should never be unobtainable in Toronto. Copies of them would sell in numbers ranging from a few to a few hundred every year.

Difficulty in securing desirable books other than new ones discourages the average library from selecting from the whole field of approved books. When the books were being selected in 1918 for the use of the soldiers-in-training in Ontario camps, the Department was unable to procure the kind that would form good, representative camp libraries. Several classes were represented by a few odd new books, a few classes had nothing in them; there were many kinds for which the demand would have been very great, but they were not procurable in Toronto. The libraries that were sent to the camps were, through necessity, purchased within a few days, there was no time to wait for books to be imported. The result was that we secured a few thousand attractive volumes that would please readers who did not want any kind of books in particular but just something interesting. There was a striking dearth of literature in natural science, useful arts, religion, sociology, history, and travel; in fact, the only works that were obtainable in quantities were the most recent fiction, reprints of popular fiction, and war books. One would expect that sixteen camp libraries of a representative character could be purchased in Toronto—the centre of the Ontario book-trade, but such was not the case.

The following will briefly describe the book-trade in Toronto—apart from the retail stores:

We have about sixteen firms that sell regularly either directly or indirectly to libraries:

1. The publisher who publishes a few books each year in Canada, but the chief part of his business is to serve as the Canadian branch of an English or American publishing house. He may have the agency for two or three other houses that are not—in the strict sense—competing firms. There are six of these firms in Toronto.

If one wished to secure the books on the typical small library list of 168 quoted above, where 56 publishers are represented, it is obvious that firms of this type would not give satisfactory service. The objection to small libraries dealing with firms of this kind is that the zealous salesman is likely to sell to almost the limit of a small library's book fund to the exclusion of desirable books published by tens and hundreds of other publishers. A carefully selected order of books for a small library would contain very few works by any one publisher.

2. The publisher who publishes a few books each year in Canada and acts as the general agent for a few English and American firms. This kind of dealer rarely, if ever, handles anything but the books published by himself and the firms he represents. There are six of this type in Toronto.

It is perfectly clear that the small library orders with their great variety cannot get satisfaction by dealing directly and exclusively with a firm of this kind.

3. The firm that publishes a few books each year in Canada; purchases certain books in large quantities and is granted the privilege of having its imprint on them; holds the agency for several English and American firms (principally the latter), and claims to do a general wholesale business, that is, secure for purchasers the books of all publishers. There are three firms of this kind in Toronto.

It would appear on the surface that this type of dealer could serve the small library satisfactorily. It should be able to do so, but it does not. These firms carry very little variety of books in stock. They should be able to collect for small libraries books required from the English and American markets, but this kind of work receives but scant attention, and libraries have not received satisfactory service. The books that can be picked up in Toronto will be supplied with fair satisfaction by these houses, but the same can not be said about other books. This type of firm is becoming more and more interested in its own specialties and less and less in the general wholesale business. The small library order requesting one copy of each book on its list is not looked upon with favour as compared with trade orders of a hundred copies of one book or with large library orders of several copies of a number of books. Experience has proven that the service from these firms is inadequate for the smaller libraries, and the records in the Department show that these dealers have been trying to fill the smaller libraries with the books they are anxious to sell.

4. *The retail dealer* has not been an important factor in supplying libraries. The real book-seller who knows books and is the guide and friend of the book-buyer is hard to find; his class is almost extinct, one could count its representatives in the Province on the fingers of one hand. I recall but four retailers who sell more than a few books to public libraries, and the service given is better than the average. One of these men has sold "remainders" and other bargains to a few libraries, and he would gain on the whole if a Departmental scheme were adopted, in that larger quantities of his specialties would be likely to find a market. The retail dealers' business with public libraries is so small that this type of house would lose little if a central warehouse were established. The consideration of the little loss would be entirely outweighed by the great benefit to the libraries.

Among the 408 public libraries in the Province 255 expended last year less than $100 on books, 90 between $100 and $300, 23 between $300 and $500. The ones that expend more than $500 are not as seriously affected by the condition of the book trade as the smaller buyers. In addition to the public libraries, we have more than 5,000 rural school libraries that should expend $10 or more each annually for books. In view of the large number of small purchasers among the public and school libraries—and the former should not confine themselves to purchasing once a year—it is obvious that the number of small purchases that should be made from time to time is very large. It is apparent also that with the small purchaser it is not practicable to deal with individual publishers or with several booksellers. Every library's purchases for the year should include: 1. New fiction—the best and most select. 2. Children's books, some new and many not new. 3. New books in the several classes. 4. Books other than those of current publication. The variety that books of this character would represent calls for a kind of bookseller's service that is not in successful operation in Ontario at the present time.

The publishers and dealers, no doubt, know their own business and are working along the most profitable lines. Filling orders for small libraries may

not be as desirable as other kinds of business; the sum total of it may not justify a firm in specializing in it, and there may be good reasons for dealers not offering good service to libraries. The book men have often complained of the purchasing habits of the small public and school libraries and no doubt there have been grounds for complaint. The libraries say that they can not get carefully selected books when they place orders; there is considerable truth in their statement. There is no doubt but the libraries as a class as well as the dealers are to blame for the kind of service that obtains, but the fact remains that small libraries that play their part properly can not get dealers to do likewise. It is perfectly clear, however, that there is little use in guiding libraries in book-selection with facilities for securing the best selections in their present state.

I have never met an Ontario dealer who shows evidence of an understanding of the public library problem, or one who has really gained the public library point of view. There have been plenty of opportunities for publishers and dealers to study the real needs of public libraries but, evidently, the matter has not been considered of very great importance. I should say further that I have yet to learn of any dealer maintaining a good office system for adequately dealing with library orders. Surely with 408 public libraries and 5,000 school libraries Ontario should have at least one place where persons conversant with library affairs are employed for the purpose of dealing with library business.

As no firm in the business is giving satisfaction to the small libraries, is it not time for the Department to take steps to secure adequate service for them?

The most satisfactory solution of the book-purchasing problem for small libraries and other small book-purchasers among institutions established under Ontario statutes would be to establish a "Department of Education Book Room."

A Departmental book-room is desirable for the reasons that:

1. The room would be maintained for the betterment of libraries and not for financial gain.

2. It would have a representative stock of books containing at least those recommended for public and school library purchase including new books and ones not of current publication that are required from time to time by libraries.

3. Nothing but approved books would be sold.

4. The kind of service would encourage book-buying and better book-selection.

5. The Department would be kept in continuous touch with the work of the libraries in book-purchasing.

6. The small libraries would likely buy at rates as low or lower than charged at present; all books imported for stock would come free of duty by reason of their being for library use only. Books imported by libraries or especially for them are duty free. Those that are purchased by dealers for their stocks are not free; therefore, duty is paid on all books that are purchased from stocks.

7. Books by Canadian and other British writers would be available in Ontario in greater proportions than formerly.

8. The benefit of bargains in publishers' remainders could be extended to all libraries.

9. Publishers and wholesalers as a class would welcome a Departmental book-room. They would prefer to sell in quantities to the Department rather than in single copies to libraries. They would gain by the total increased sales that would be more to the smaller buyers through the establishment of a central book-room.

The investment for establishing a Departmental book-room that would serve town, village, and rural public libraries and school libraries would be about $40,000. This would provide for annual sales of $100,000 or more. The nature of the business would hardly justify an estimate for a "turnover" of more than three times a year. First cost plus twelve and a half per cent. would be a sufficient charge for books to cover cost of books and of handling, etc. After the establishment of a book-room it should pay its own way; the only expense to the Government should be the invested capital, and the furnishing of rent, light, and heat.

I believe that the Government would be more than justified in opening a book-room. Better service for libraries is a necessity; I trust that some action will be taken to establish a book-branch or to secure service that will give equally good results.

Public Libraries and Technical Education

Credit in good measure is due to our public libraries for work accomplished in promoting the use of technical books. During last year 120,000 books classified as "Useful Arts" were lent by the public libraries of the Province. An inestimable amount of good has been done by our libraries in a quiet way in assisting men and women in vocational study, and we hear too little about it. The libraries are entitled to be rated as an essential part of our technical educational system. It is to be hoped that all who have vocational training at heart will remember the library, and encourage the use of the printed page.

The libraries serve a larger number of people with technical books than will ever be reached by technical schools.

The libraries can provide books on subjects that are not commonly taught in technical schools.

The libraries can supplement the work of instruction given in technical schools.

The libraries can assist technical schools in organizing libraries of their own.

The libraries offer service in places where there are no technical schools.

The libraries can serve men and women who can not attend a technical school.

Public Library Board and Chief Librarian of Toronto

The Toronto Public Library Board and the Chief Librarian, Mr. George H. Locke, placed ideal rooms in the Reference Library at the service of the Department for the library training school, and gave unasked the use of the several departments of their system for practising privileges for the students. The school has enjoyed the same kind of assistance from the Toronto library for the last three years. The Board and Mr. Locke do not confine their interest to the city of Toronto; they are always willing and anxious to assist the library movement throughout the Province; in many ways they have been a source of strength to the Public Libraries Branch.

Special Libraries and Library Associations

The Ontario Library Association.—This association is enjoying progress and is contributing appreciably to the library movement. The leaders have officially expressed a strong desire to play their part in developing better conditions in the rural districts of the Province, and cherish the hope that the public library will receive due consideration in any future scheme for educational advancement. The members are at all times ready to assist the Public Libraries Branch in the

interest of better libraries. The present library system owes a great deal to the Ontario Library Association.

Reading Camp Association.—Mr. Alfred Fitzpatrick, Superintendent, reports as follows:

"The Reading Camp Association endeavours to develop the frontier toiler's mind and the scholar's body. Horace Mann, long ago, said that: The labour of the world has been performed by ignorant men, by classes doomed to ignorance from sire to son.

"The charge has also been made that the so-called educated classes lack proper physical development and not infrequently degenerate into mere 'refined gossips.'

"The Association endeavours to bring these two classes together. It tries to get the student and educationalist to share the excessive burdens of the woodsman, navvy, miner and fisherman; and to bring to him as much light and learning as the limited spare time at his disposal will permit the worker to receive.

"Like mercy, this effort on the part of the teacher 'is twice blest. It blesseth him that gives and him that takes.' The instructor who grasps the work, like a man of metal, usually returns not only with a vastly broader outlook on life and a kindlier feeling towards his fellows, but with greatly improved physique.

"During the last twelve months, 19 camp teachers were employed in the Province of Ontario. These were supplied with small libraries, night school outfits, current magazines and newspapers.

"As owing to the war we were unable to secure our full quota of instructors, we tried to make up for this lack by supplying literature fortnightly to forty-five camps at which no teacher was located."

Canadian National Library for the Blind.—The librarian, Mr. Sherman C. Swift, makes the following statement:

"Concerning the operation of the Canadian National Library for the Blind for the year 1918, I have the honour to report as follows:

Books and music issued	9,737
Circulation for Ontario	5,101
Total number of volumes added	759
Value of same	$578.08
New members added	59
Total membership, December 31st, 1918	572

"You will notice that nearly 54 per cent. of the total circulation for Canada and Newfoundland was accredited to Ontario.

"The total number of volumes added does not indicate the number of volumes ordered. We have one for $500 worth of books placed in Great Britain, which has not yet been filled. The value of books actually received is in some instances given from the catalogue, since the whole consignment has not yet been invoiced to us.

"Our printing department has printed the Ontario Public School Primer for the Ontario School for the Blind, using the Braille system. It is proposed to publish the whole series of public school texts. On December 14th the members of the Library in general assembly voted to affiliate with the Canadian National Institute for the Blind and to act henceforth as the library department of the organization. This step was found necessary in order to simplify administration, avoid friction, and to lessen the possibility of confusion in the minds of the public.

"The operation of the printing department will shortly mean considerable additions to our staff of employees. We, therefore, trust that the Government may see its way clear to a large increase in its grant to the Canadian National Library for the Blind."

Statistics

I present herewith a statement of the statistics of the Public Libraries of the Province and a statement of the grants paid to Historical, Literary, and Scientific Institutions.

I have the honour to be, Sir,

Your obedient servant,

W. O. Carson,

Inspector of Public Libraries.

Toronto, January 25th, 1919.

ASSOCIATION PUBLIC LIBRARIES

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
1	Admaston	.....	No annual report for 1917				
2	Agincourt	.....	Organized November 20th, 1918				
3	Alma	.....	250	29 25	1,548	1,482	.....
4	Almonte	R	2,700	153 46	4,238	5,620	53 34
5	Alton	.....	700	110 24	5,085	3,235	38 89
6	Angus	.....	400	75 15	890	.....	26 71
7	Arkona	.....	429	124 12	2,718	1,960	28 99
8	Assiginack	.....	No annual report for 1917				
9	Athens	.....	775	141 14	1,649	1,318	55 80
10	Atwood	.....	600	61 74	1,215	1,073	10 00
11	Auburn	R	250	110 23	1,596	1,599	42 27
12	Badjeros	.....	Rural	45 72	733	618	.....
13	Bath	R	366	152 25	1,128	4,278	19 85
14	Bayfield	.....	400	147 94	590	2,875	63 08
15	Bayham	.....	300	96 79	934	367	41 00
16	Baysville	.....	168	54 92	853	1,254	17 98
17	Beachville	.....	500	72 70	1,639	1,535	.....
18	Beaverton	R	1,060	167 50	1,838	967	42 50
19	Beechwood	.....	Rural	143 77	1,037	763	65 18
20	Belwood	.....	183	129 33	2,659	2,887	38 05
21	Blenheim	R	1,500	509 30	5,128	13,380	107 28
22	Bloomfield	.....	800	27 47	1,384	1,603	.....
23	Blyth	.....	750	41 20	2,442	.....	10 00
24	Bobcaygeon	R	952	247 10	3,290	3,160	80 07
25	Bolton	.....	628	67 63	.....	.....	.....
26	Bowmanville	R	3,500	355 50	4,468	6,586	86 13
27	Bridgeburg	.....	2,019	384 80	3,006	6,440	134 69
28	Brigden	.....	500	83 20	1,095	.....	10 00
29	Brooklin	.....	Rural	132 18	3,190	3,301	42 82
30	Brownsville	.....	250	134 58	1,188	2,644	34 54
31	Brucefield	.....	200	74 25	1,859	1,628	10 00
32	Burgessville	.....	200	135 77	900	1,240	30 18
33	Burlington	R	2,431	468 30	4,372	4,015	47 72
34	Burnstown	.....	No annual report for 1917				
35	Caledon	.....	200	95 05	3,122	1,570	31 23
36	Cambray	.....	Rural	107 75	2,174	1,412	36 82
37	Canfield	.....	165	63 86	965	693	16 38
38	Cannington	R	750	95 75	2,003	2,048	24 19
39	Capreol	.....	Organized, December 5th, 1918				
40	Cargill	.....	400	215 00	3,463	4,841	79 58
41	Chatsworth	.....	374	65 49	1,592	840	.....
42	Cheapside	.....	100	66 93	2,367	1,400	27 78
43	Chesterville	.....	No annual report for 1917				
44	Claremont	.....	325	110 35	2,615	1,583	36 87
45	Clarksburg	R	600	338 47	2,011	2,398	140 01
46	Claude	.....	Rural	47 48	3,415	792	21 73
47	Cobourg	R	4,800	660 51	5,073	16,773	144 10
48	Colborne	R	1,020	100 54	2,150	874	47 29
49	Coldstream	R	100	87 74	1,984	1,838	37 98
50	Coldwater	.....	600	125 51	2,101	3,923	19 27
51	Comber	R	700	226 22	3,134	2,634	65 83
52	Cookstown	.....	475	36 36	1,767	2,073	12 71
53	Copleston	.....	No annual report for 1917				
54	Copper Cliff	.....	Reorganized March 5th, 1918				
55	Delta	.....	400	67 65	793	1,739	20 16
56	Depot Harbour	.....	No annual report for 1917				
57	Don	.....	Rural	94 57	1,599	764	28 08
58	Dorchester	.....	500	86 80	1,692	2,033	15 72
59	Drumbo	.....	400	134 17	2,700	2,421	67 56
60	Duart	.....	130	41 55	2,238	312	.....
61	Dundalk	.....	750	240 31	2,814	2,387	35 96

ASSOCIATION PUBLIC LIBRARIES—Continued

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
62	Dungannon	.....	Rural	95 99	2,433	2,077	21 73
63	Dunnville	.....	3,250	407 79	4,550	11,531	93 70
64	Elmvale	.....	750	95 10	2,456	1,519	40 14
65	Elmwood	.....	Rural	130 70	1,431	2,014	40 34
66	Embro	R	500	211 00	4,839	3,720	83 21
67	Emo	.....	450	89 82	463	700	23 56
68	Emsdale	.....	No annual report for 1917				
69	Ennotville	.....	Rural	149 35	4,357	1,078	57 82
70	Espanola	.....	Organized March 28th, 1918				
71	Ethel	.....	Rural	67 12	1,909	2,615	17 57
72	Fenelon Falls	R	1,015	357 02	5,761	3,485	43 74
73	Flesherton	.....	482	62 64	1,152	587	16 41
74	Fonthill	R	600	137 45	3,824	3,616	51 41
75	Forwich	.....	450	12 00	2,210	602	.....
76	Forester's Falls	.....	250	87 71	1,300	1,577	35 15
77	Fort Erie	.....	1,200	177 59	4,033	2,669	27 38
78	Frankford	R	900	201 90	980	1,717	38 63
79	Fullarton	.....	179	29 73	450	1,016	10 00
80	Glamis	.....	Rural	54 05	954	629	.....
81	Glanworth	.....	50	73 49	400	690	24 75
82	Glen Allan	.....	100	21 82	1,330	761	11 77
83	Glen Morris	.....	200	138 27	2,973	801	62 35
84	Gore Bay	R	713	282 29	1,540	1,482	90 03
85	Gore's Landing	.....	200	32 57	1,586	829	10 00
86	Gorrie	.....	400	50 19	2,100	335	.....
87	Grafton	.....	410	95 91	1,031	1,127	30 41
88	Haileybury	.....	No annual report for 1917				
89	Haliburton	.....	990	71 48	1,768	1,665	19 75
90	Harrietsville	.....	Rural	106 40	720	1,225	40 25
91	Harrington	.....	No annual report for 1917				
92	Harrow	R	500	235 34	1,779	2,301	40 15
93	Hastings	.....	704	29 00	1,198	.....	.....
94	Hawkesbury	.....	Reorganized Sept. 21st, 1918				
95	Hawkesville	.....	250	18 64	924	305	5 00
96	Hepworth	.....	No annual report for 1917				
97	Highland Creek	.....	350	33 80	1,713	882	5 00
98	Hillsdale	.....	360	119 01	1,915	1,315	21 54
99	Hillview	.....	294	9 75	521	440	18 10
100	Holstein	.....	300	98 75	2,121	2,575	29 02
101	Honeywood	.....	100	59 80	828	504	22 90
102	Huntsville	R	2,135	308 43	4,255	7,537	68 92
103	Inglewood	.....	400	113 05	1,236	736	64 37
104	Inwood	.....	Rural	153 27	1,528	2,516	60 84
105	Iroquois	.....	800	72 26	1,818	1,500	19 53
106	Islington	.....	205	168 77	2,903	3,959	67 31
107	Jarvis	R	600	107 19	3,678	1,682	23 42
108	Kars	.....	200	78 05	1,689	1,624	31 06
109	Kemble	.....	81	95 56	1,356	955	.....
110	Kingston	R	23,023	3,664 61	9,557	45,509	260 00
111	Kinmount	.....	450	120 56	1,046	3,112	10 00
112	Kirkfield	.....	100	.....	2,428	.....	.....
113	Kirkton	.....	187	109 11	520	916	34 41
114	Komoka	.....	300	83 61	1,333	1,370	26 68
115	Lake Charles	.....	Rural	82 30	2,470	1,580	.....
116	Lefroy	.....	337	64 54	947	1,286	21 47
117	Linwood	.....	450	34 50	811	586	.....
118	Lucan	.....	700	177 71	1,442	1,346	41 73
119	Lyn	R	200	128 22	744	1,031	37 20
120	Madoc	.....	1,100	273 34	3,172	2,817	43 75
121	Mandamin	.....	200	157 13	1,323	1,610	74 83

ASSOCIATION PUBLIC LIBRARIES—Continued

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
122	Manilla	.....	200	229 27	4,790	2,003	98 11
123	Manotick	.....	No annual report for 1917				
124	Maple	.....	200	108 23	914	478	41 08
125	Marksville	.....	No annual report for 1917				
126	Martintown	.....	Rural	189 26	721	1,775	29 43
127	Meaford	R	2,600	668 83	4,515	9,995	96 51
128	Melbourne	.....	196	39 94	1,254	1,079	10 67
129	Metcalfe	.....	460	85 27	1,104	2,170	5 00
130	Mildmay	.....	900	37 54	2,567	1,210	10 00
131	Millgrove	.....	Rural	41 96	832	1,088	10 64
132	Milton	R	1,950	182 62	4,697	4,120	48 64
133	Minden	.....	300	74 83	2,025	1,412	20 36
134	Monkton	.....	350	36 71	1,409	524	10 00
135	Mono Centre	.....	No annual report for 1917				
136	Mono Mills	.....	Rural	70 98	762	733	.....
137	Mono Road	.....	Rural	48 90	1,401	1,581	.....
138	Moorefield	.....	Organized December 10th, 1918				
139	Morrisburg	R	1,500	393 45	3,439	3,743	99 42
140	Morriston	.....	2,733	45 32	1,405	1,022	10 00
141	Mount Albert	R	550	166 53	1,225	1,984	49 45
142	Mount Brydges	.....	400	462 08	1,184	535	.....
143	Nanticoke	.....	Rural	43 12	2,260	646	11 31
144	Napanee	R	3,000	836 77	8,218	13,651	130 70
145	Napier	.....	Rural	24 29	489	.....	15 78
146	Newburgh	.....	No annual report for 1917				
147	Newbury	.....	375	49 15	1,212	1,965	16 38
148	New Dundee	R	350	120 48	1,146	1,600	60 80
149	Newington	.....	300	39 19	1,063	80	14 33
150	Niagara	R	1,695	396 47	8,834	13,090	133 20
151	Norland	.....	500	93 71	1,232	2,424	10 00
152	North Cobalt	.....	1,900	42 90	466	.....	.....
153	North Gower	.....	400	185 60	2,295	3,088	33 40
154	Norwood	.....	800	123 30	2,514	1,593	36 17
155	Oakville	R	2,974	752 68	5,622	7,762	112 28
156	Odessa	R	700	141 58	1,472	4,037	34 86
157	Omemee	.....	No annual report for 1917				
158	Orono	.....	550	34 58	1,645	1,282	18 35
159	Pakenham	.....	Rural	52 56	830	1,110	5 00
160	Parkhead	.....	Rural	92 09	452	1,428	16 05
161	Pickering	R	600	124 09	1,859	1,260	36 22
162	Pinkerton	.....	80	41 00	2,111	942	10 00
163	Plattsville	R	600	192 61	2,595	3,609	66 57
164	Plympton	.....	335	104 76	1,269	1,805	37 98
165	Point Edward	.....	855	77 00	3,940	1,993	.....
166	Port Colborne	.....	No annual report for 1917				
167	Port Credit	.....	944	148 21	2,738	3,228	48 84
168	Port Dover	R	1,150	144 88	1,617	2,146	39 18
169	Port Perry	R	1,200	403 92	2,383	4,162	76 63
170	Port Stanley	.....	831	173 37	2,064	2,599	42 14
171	Powassan	.....	600	101 67	440	898	41 49
172	Princeton	.....	No annual report for 1917				
173	Queensville	.....	400	125 11	2,958	1,879	42 07
174	Rainy River	.....	1,385	126 11	846	.....	30 02
175	Ridgetown	R	2,000	225 00	4,098	5,446	83 04
176	Ripley	.....	800	60 22	2,532	1,665	.....
177	Riversdale	.....	400	34 64	1,503	1,758	18 62
178	Rodney	.....	800	101 01	805	532	20 64
179	Romney	.....	Rural	119 11	3,602	1,009	50 38
180	Runnymede	.....	Rural	221 45	2,206	7,955	78 39
181	Russell	R	700	186 52	359	321	15 00

ASSOCIATION PUBLIC LIBRARIES—Concluded

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
182	St. George	R	700	234 40	5,284	1,510	36 56
183	St. Helen's	.....	Rural	102 38	2,239	1,588	26 82
184	Saltfleet	.....	Rural	158 89	2,356	3,091	58 72
185	Scarboro	.....	Rural	158 46	4,820	1,765	72 69
186	Scotland	R	400	100 47	1,887	1,403	49 56
187	Shedden	.....	350	118 05	2,119	1,465	30 13
188	Shetland	.....	250	125 49	779	575	63 69
189	Singhampton	.....	Rural	28 75	302	247	.....
190	Smithville	.....	600	242 91	949	2,618	15 00
191	Solina	.....	Rural	44 08	401	752	26 25
192	Southampton	.....	1,680	206 44	5,543	5,682	48 99
193	South Mountain	.....	420	37 70	1,200	1,075	.....
194	Sparta	.....	120	.....	2,569	.....	.....
195	Speedside	.....	260	64 46	1,578	634	24 43
196	Stevensville	.....	365	110 00	680	1,204	42 26
197	Strathcona	.....	550	67 33	1,575	612	13 12
198	Strathroy	R	2,816	632 67	9,003	22,418	114 32
199	Sydenham	R	200	214 73	1,726	2,540	45 45
200	Thamesford	.....	400	162 97	1,825	821	43 37
201	Thamesville	R	742	267 18	2,434	1,185	81 40
202	Thedford	.....	600	126 01	3,187	3,228	44 36
203	Thornbury	.....	No annual report for 1917				
204	Thorndale	.....	285	172 77	596	5,527	43 10
205	Tiverton	.....	350	72 60	1,034	1,189	11 45
206	Tottenham	.....	600	83 58	2,543	1,499	14 24
207	Trout Creek	.....	500	5 00	1,138	162	.....
208	Tweed	.....	1,400	234 03	2,101	6,426	43 27
209	Underwood	.....	216	144 96	2,689	2,146	49 14
210	Unionville	.....	550	95 26	1,622	1,597	33 84
211	Vankleek Hill	.....	No annual report for 1917				
212	Victoria	.....	Rural	107 91	3,674	3,254	47 35
213	Victoria Mines	.....	1,500	97 36	1,288	1,819	42 83
214	Victoria Road	.....	255	37 96	408	98	.....
215	Walton	.....	Rural	64 80	1,331	1,018	27 44
216	Wardsville	.....	206	113 95	2,028	2,357	37 13
217	Warkworth	.....	500	89 00	1,487	505	11 59
218	Waterdown	.....	722	266 43	601	2,702	.....
219	Welland	R	7,243	455 24	4,960	7,763	128 39
220	Wellesley	.....	600	44 77	2,588	2,568	10 00
221	Westford	.....	150	8 63	1,855	1,610	.....
222	West Lorne	.....	651	128 68	1,321	1,584	43 55
223	White Lake	.....	350	37 01	863	984	21 42
224	Wiarton	R	1,728	372 57	3,310	4,877	79 69
225	Williamstown	.....	Rural	34 25	2,358	994	10 00
226	Winchester	R	1,042	169 71	1,742	4,109	41 48
227	Woodville	R	386	279 65	2,605	904	83 25
228	Worthington	R	600	165 33	415	395	86 16
229	Zephyr	.....	400	100 37	1,388	1,642	31 31
	Total	.....	153,315	32,627 73	438,569	515,794	7,622 63

FREE PUBLIC LIBRARIES

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
1	Acton	.....	2,000	383 28	3,799	10,485	89 59
2	Ailsa Craig	.....	586	125 00	3,199	4,273	42 57
3	Amherstburg	.....	2,400	1,386 34	4,200	16,643	85 39
4	Arnprior	.....	4,300	298 58	3,722	4,175	102 70
5	Arthur	R	1,000	281 70	3,622	4,647	86 14
6	Aurora	.....	2,700	453 01	3,188	6,489	52 01
7	Aylmer	R	2,300	873 64	8,297	14,009	218 33
8	Ayr	R	780	528 89	3,896	6,385	115 49
9	Barrie	R	6,846	8,791 99	5,588	25,509	250 92
10	Beamsville	.....	1,019	441 00	5,069	8,743	90 81
11	Beeton	..	600	136 75	2,349	2,342	40 60
12	Belleville	R	12,080	3,318 89	8,716	34,115	260 00
13	Belmont		Free by vote of ratepayers Jan. 10th, 1918				
14	Bothwell	.....	650	230 70	2,909	4,503	62 95
15	Bracebridge	R	2,506	1,006 65	5,375	13,145	146 06
16	Brampton	R	4,160	1,388 68	7,586	22,155	243 31
17	Brantford	R	27,800	8,816 51	29,852	89,571	260 00
18	Brighton	R	1,315	253 93	3,968	2,973	48 57
19	Brockville	R	9,240	1,687 02	14,612	17,562	221 08
20	Brussels	R	1,200	470 07	4,185	4,989	91 19
21	Burk's Falls	R	1,000	426 63	3,065	3,180	105 85
22	Campbellford	R	3,200	1,051 53	3,475	15,598	105 71
23	Cardinal	R	1,111	148 70	2,692	3,241	35 60
24	Carleton Place	R	3,706	565 58	7,067	14,285	155 96
25	Cayuga	.....	800	168 14	1,867	1,218	26 78
26	Chatham	R	13,943	3,390 92	10,261	55,711	260 00
27	Chesley	R	1,860	449 17	3,737	5,288	116 99
28	Clifford	.....	600	158 60	4,240	4,303	37 04
29	Clinton	R	2,300	1,114 94	7,553	11,871	260 00
30	Collingwood	R	7,619	2,374 23	9,323	15,810	251 21
31	Cornwall	R	6,947	1,119 11	5,254	12,173	196 08
32	Delhi	R	900	310 11	2,307	3,126	93 49
33	Deseronto	R	2,061	310 04	6,748	8,196	83 64
34	Drayton	R	792	287 61	3,662	5,465	89 84
35	Dresden	R	1,500	724 47	1,823	5,574	39 03
36	Dundas	R	5,016	2,077 98	8,953	35,168	230 33
37	Durham	R	1,600	499 23	3,758	6,939	45 25
38	Elmira	R	2,200	664 32	4,855	7,703	176 10
39	Elora	R	1,005	928 41	8,307	7,871	103 15
40	Erin	.....	525	154 51	2,971	3,927	58 06
41	Essex	R	1,385	632 36	3,574	5,514	95 29
42	Exeter	R	1,502	848 52	5,186	8,329	99 83
43	Fergus	R	1,750	1,063 57	5,443	7,809	94 01
44	Forest	R	1,446	637 59	3,977	10,609	78 35
45	Fort Frances	R	2,950	912 68	2,648	10,114	93 30
46	Fort William	R	17,911	11,748 21	22,599	70,760	260 00
47	Galt	R	12,500	3,971 54	9,829	65,482	260 00
48	Gananoque	R	3,769	925 30	5,407	19,026	155 21
49	Garden Island	..	80	.....	5,000	.....	.....
50	Georgetown	R	2,000	658 59	3,629	10,155	85 26
51	Glencoe	.....	950	107 35	2,100	.....	10 00
52	Goderich	R	4,700	886 63	5,312	13,398	141 27
53	Grand Valley	R	576	487 02	3,116	5,296	112 53
54	Gravenhurst	.....	2,000	114 89	2,585	1,076	32 60
55	Grimsby	R	2,000	1,411 60	4,036	17,800	163 34
56	Guelph	R	16,308	4,934 35	18,397	69,407	260 00
57	Hagersville	R	1,200	387 56	2,037	1,487	125 67
58	Hamilton	R	100,461	44,241 66	46,932	447,625	260 00
59	Hamilton Branch	R	.....	.....	.....	.....	.....
60	Hanover	R	3,321	697 29	3,080	10,014	169 85
61	Harriston	R	1,490	868 94	3,665	17,293	137 23
62	Hensall	R	800	225 36	1,907	7,204	90 13

FREE PUBLIC LIBRARIES—Continued

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
63	Hespeler	R	2,999	512 55	4,720	9,423	101 07
64	Ingersoll	R	5,200	1,618 75	6,185	20,215	182 70
65	Kemptville	R	1,084	491 28	3,911	7,423	138 65
66	Kenora	R	5,319	1,741 36	5,287	17,145	133 00
67	Kincardine	R	2,306	490 88	4,447	4,729	70 78
68	Kingsville	R	1,700	467 61	3,169	8,237	93 45
69	Kintore	R	280	86 50	1,765	2,000	28 91
70	Kitchener	R	19,695	7,342 49	14,619	57,564	260 00
71	Lakefield	R	1,033	211 19	2,225	4,867	93 29
72	Lanark	.....	628	61 33	1,987	1,939	.....
73	Lancaster	.....	700	383 78	4,859	1,386	57 08
74	Leamington	R	3,652	1,314 44	5,430	21,791	253 42
75	Lindsay	R	7,500	1,984 84	7,010	24,321	241 91
76	Listowel	R	2,600	1,073 78	4,846	9,176	112 60
77	Little Britain	R	300	241 07	2,960	1,884	97 53
78	London	R	55,887	16,032 55	39,246	221,007	260 00
79	London Branch	R	.....	3,250 92	4,631	50,613	260 00
80	Lucknow	R	990	288 01	3,205	5,194	85 64
81	Markdale	R	1,000	660 89	3,441	6,573	61 04
82	Merrickville	.....	950	281 28	2,500	1,000	20 00
83	Merritton	.....	2,450	214 29	2,686	7,497	35 60
84	Midland	R	7,250	1,599 30	7,238	36,870	111 35
85	Millbrook	R	800	400 04	2,821	7,704	107 50
86	Milverton	R	940	705 56	2,585	3,021	121 10
87	Mimico	R	1,965	1,439 18	2,664	12,084	146 46
88	Mitchell	R	1,706	648 13	5,408	6,118	84 57
89	Mount Forest	R	2,500	530 19	4,078	21,822	61 22
90	New Hamburg	R	1,612	613 74	2,749	6,650	52 20
91	New Liskeard	R	2,000	1,455 42	3,949	9,528	124 02
92	Newmarket	R	3,600	658 51	4,589	8,021	130 59
93	Niagara Falls	R	12,000	4,944 05	14,588	54,140	260 00
94	North Bay	R	9,197	3,470 97	5,798	22,275	260 00
95	Norwich	.....	1,200	413 62	3,570	8,117	98 36
96	Oakwood	R	300	120 43	2,049	1,218	31 10
97	Orangeville	R	2,381	1,129 82	6,436	15,260	139 41
98	Orillia	R	8,854	1,900 96	6,872	22,410	253 12
99	Oshawa	R	9,051	1,711 15	5,216	18,403	209 93
100	Ottawa	R	101,549	28,986 43	59,980	256,699	260 00
101	Ottawa Branch, S.	R	.....	1,109 90	1,486	10,903	236 25
102	Ottawa Branch, W.	R	.....	1,390 84	3,225	19,119	241 28
103	Otterville	.....	500	165 70	2,126	3,783	66 92
104	Owen Sound	R	11,968	3,195 23	8,049	40,451	260 00
105	Paisley	R	745	325 68	5,458	7,919	85 87
106	Palmerston	R	2,200	627 44	2,844	7,875	44 63
107	Paris	R	4,383	1,281 39	11,378	18,928	245 82
108	Parkhill	R	1,500	734 21	2,467	2,029	66 87
109	Parry Sound	.....	4,500	556 89	3,326	4,878	101 30
110	Pembroke	R	7,721	2,331 03	5,187	20,476	260 00
111	Penetanguishene	R	4,000	947 12	6,359	10,695	137 32
112	Perth	R	3,800	1,162 08	4,214	15,924	93 81
113	Peterborough	R	20,598	6,294 24	14,222	56,025	260 00
114	Picton	R	3,500	1,579 87	7,224	21,334	260 00
115	Port Arthur	R	14,424	7,851 90	13,254	74,565	260 00
116	Port Carling	R	256	168 79	1,564	1,375	57 60
117	Port Elgin	R	1,500	641 33	4,984	12,575	58 64
118	Port Hope	R	4,586	1,357 14	6,998	17,137	141 67
119	Port Rowan	.....	750	.....	1,994	1,132	34 05
120	Prescott	R	2,820	545 66	6,588	12,099	106 60
121	Preston	R	5,000	2,527 49	8,480	21,014	172 34
122	Renfrew	R	6,611	949 51	3,393	12,368	123 31
123	Richmond Hill	R	930	317 16	4,354	5,486	61 52

FREE PUBLIC LIBRARIES—Concluded

Statistics, 1917, showing Legislative Grants paid in 1918

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1918
				$ c.			$ c.
124	Ridgeway	..	700	154 63	2,540	2,415	40 96
125	St. Catharines	R	19,078	6,327 85	9,989	48,453	260 00
126	St. Mary's	R	3,821	1,296 44	8,822	23,884	260 00
127	St. Thomas	R	17,216	5,229 06	15,780	62,037	260 00
128	Sarnia	R	12,323	4,306 23	11,928	45,475	260 00
129	Sault Ste. Marie	R	20,000	3,357 73	4,319	27,256	260 00
130	Schreiber	R	1,200	709 92	1,565	1,024	20 20
131	Seaforth	R	2,000	927 37	5,254	13,052	175 77
132	Shelburne	R	1,100	686 87	4,248	5,494	74 32
133	Simcoe	R	4,032	1,750 95	9,580	21,365	246 56
134	Smith's Falls	R	6,268	1,888 84	5,960	20,396	167 90
135	South River	...	580	91 35	1,103	1,362	22 87
136	Springfield	...	412	59 61	1,449	1,676	16 45
137	Stayner	...	.....	No annual report for 1917			.....
138	Stirling	R	850	621 67	2,067	4,911	87 91
139	Stouffville	R	1,020	408 38	5,770	10,304	108 60
140	Stratford	R	17,420	2,803 83	14,168	65 031	260 00
141	Streetsville	R	585	277 32	3,056	5,826	76 05
142	Sudbury	R	6,953	5,093 13	1,508	474	54 91
143	Sundridge	...	425	64 80	999	462	35 51
144	Sutton West	R	815	135 02	1,661	5,597	53 75
145	Tara	R	560	372 56	1,866	4,336	73 85
146	Tavistock	...	1,025	1,049 88	4,200	10,007	81 29
147	Teeswater	R	875	510 13	4,717	3,525	134 11
148	Thorold	R	4,548	1,141 66	6,309	7,768	32 92
149	Tilbury	...	1,706	.....	32	32	.....
150	Tillsonburg	R	3,200	1,354 44	4,324	21,318	221 13
151	Toronto, Beaches	R	473,829	8,892 48	8,268	110,113	230 00
152	" Church	R	.....	15,019 33	56,162	89,206	260 00
153	" College	R	.....	114,390 27	116,431	414,389	260 00
154	" Deer Park	R	.....	6,705 16	8,420	48,524	235 00
155	" Dovercourt	R	.....	15,254 81	15,369	222,734	260 00
156	" Earlscourt	R	.....	5,793 80	6,936	66,565	217 75
157	" Eastern	R	.....	8,103 92	3,775	19,617	205 00
158	" High Park	R	.....	24,187 57	8,834	138,547	230 00
159	" Municipal	R	.....	3,889 07	1,123	7,609	131 14
160	" Northern	R	.....	5,514 34	6,600	29,209	211 00
161	" Queen & Lisgar	R	.....	6,534 60	11,086	85,992	247 50
162	" Riverdale	R	.....	10,474 52	16,371	177,413	260 00
163	" Western	R	.....	7,525 00	11,319	91,609	245 00
164	" Wychwood	R	.....	6,210 72	8,452	80,192	213 00
165	" Yorkville	R	.....	5,321 76	12,816	69,641	250 00
166	Trenton	...	.....	No annual report for 1917			.....
167	Uxbridge	R	1,638	550 21	6,622	10,258	106 36
168	Walkerton	R	3,000	1,021 37	4,311	8,003	89 27
169	Walkerville	R	5,725	4,634 64	8,870	30,285	260 00
170	Wallaceburg	R	4,107	1,548 04	3,820	22,065	100 22
171	Waterford	..	1,050	72 30	1,170	1,350	.....
172	Waterloo	R	4,908	2,053 59	11,234	18,428	260 00
173	Watford	R	1,221	478 38	4,347	6,728	95 53
174	Weston	R	2,283	1,393 54	3,916	14,573	178 87
175	Whitby	R	3,400	1,070 78	3,497	14,116	135 59
176	Windsor	R	28,064	6,451 68	28,566	113,472	260 00
177	Wingham	R	2,474	928 20	6,279	8,810	244 08
178	Woodstock	R	10,027	3,209 72	11,252	49,635	260 00
179	Wroxeter	...	370	199 36	5,466	1,836	67 68
	Total		1,377,544	557,044 59	1,309,928	5,074,571	24,913 18

NOTES FROM PUBLIC LIBRARIES REGISTER

Five libraries were added to the list of Free Libraries: Belmont, Schreiber, Tilbury, South River, South Branch, London; all but the last mentioned were formerly Association libraries.

Three Association Libraries were organized: Agincourt, Capreol, and Moorefield. Two Association libraries were re-organized: Copper Cliff and Hawkesbury.

GRANTS TO HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS

The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ended October 31st, 1918:

Name of Institution	Grant Paid
	$ c.
Brant Historical Society	100 00
Elgin Historical and Scientific Association	100 00
Essex Historical Society	100 00
Huron Institute	100 00
Kent Historical Society	100 00
Kingston Historical Society	100 00
L'Alliance Française, Ottawa	300 00
Lennox and Addington Historical Society	100 00
Lundy's Lane Historical Society	200 00
London and Middlesex Historical Society	100 00
Niagara Historical Society	200 00
Ontario Historical Society	800 00
Thunder Bay Historical Society, Fort William	100 00
Wentworth Historical Society	200 00
Women's Canadian Historical Society of Ottawa	200 00
Women's Canadian Historical Society of Toronto	100 00
Women's Wentworth Historical Society	300 00
Hamilton Scientific Association	400 00
Canadian Institute	1,500 00
Club Litteraire Canadien Français, Ottawa	200 00
L'Institut Canadien Français, d'Ottawa	300 00
Ottawa Field Naturalists' Club	200 00
Royal Astronomical Society, Toronto	600 00
Society of Chemical Industry	200 00
Ontario Library Association	400 00
Reading Camp Association	2,500 00
St. Patrick's Literary Association of Ottawa	200 00
Canadian Free Library for the Blind	700 00
Waterloo Historical Society	100 00
United Empire Loyalists	200 00
York Pioneers	200 00
Ottawa Association for the Blind	1,000 00
Institut Jeanne D'Arc, Ottawa	100 00

APPENDIX I

STATISTICS OF PUBLIC, SEPARATE, CONTINUATION AND HIGH SCHOOLS

Summary

I. ELEMENTARY SCHOOLS

a. Public Schools

Number of Public Schools in 1917		6,103
Increase for the year	12	
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation and Night School pupils)		457,616
Increase for the year	456	
Average daily attendance of pupils		295,652
Increase for the year	3,047	
Percentage of average attendance to total attendance		64.59
Increase for the year	.31	
Number of persons employed as teachers in the Public Schools: men, 1,219; women, 10,055; total		11,274
Increase for the year	297	
Number of teachers who attended Normal School		8,509
Increase for the year	388	
Number of teachers who attended Normal College or Faculty of Education		1,006
Increase for the year	8	
Number of teachers with a University degree		130
Decrease for the year	16	
Average annual salary for male teachers		$1,039
Increase for the year	$82	
Average annual salary for female teachers		$650
Increase for the year	$24	
Average experience of male teachers		14.73 years
Average experience of female teachers		7.67 years
Amount expended for teachers' salaries		$7,763,361
Amount expended for Public School houses (sites and buildings)		$1,725,541
Amount expended for all other purposes		$3,309,210
Total amount expended for Public Schools		$12,798,112
Increase for the year	$689,536	
Cost per pupil (enrolled attendance)		$27.96
Increase for the year	$0.43	

b. Roman Catholic Separate Schools

Number of Roman Catholic Separate Schools in 1917..		548
Increase for the year	9	
Number of enrolled pupils of all ages		70,048
Increase for the year	783	
Average daily attendance of pupils		46,919
Increase for the year	722	
Percentage of average attendance to total attendance ..		66.98
Increase for the year	.29	
Number of teachers		1,488
Increase for the year	34	
Amount expended for teachers' salaries		$635,089
Amount expended for school houses (sites and buildings)		$262,103
Amount expended for all other purposes		$416,531
Total amount expended on R. C. Separate Schools		$1,313,723
Increase for the year	$70,394	
Cost per pupil (enrolled attendance)		$18.75
Increase for the year	$0.80	

c. Protestant Separate Schools

Number of Protestant Separate Schools (included with Public Schools, (*a*) in 1917		6
Number of enrolled pupils		447
Increase for the year	32	
Average daily attendance of pupils		299
Increase for the year	20	

d. Night Public Schools

Number of Night Schools in 1917-18		13
Decrease for the year	4	
Number of pupils enrolled		820
Decrease for the year	265	
Number of teachers engaged		26
Decrease for the year	8	

II. SECONDARY SCHOOLS

a. High Schools and Collegiate Institutes

Number of High Schools (including 47 Collegiate Institutes) 1917-18		162
Number of pupils enrolled in High Schools		29,097
Increase for the year	264	
Average daily attendance of pupils		22,740
Decrease for the year	41	
Percentage of average to total attendance		78.15
Decrease for the year	.86	
Number of teachers in High Schools		1,051
Increase for the year	13	
Average annual salary, Principals		$1,884
Increase for the year	$45	
Average annual salary, Assistants		$1,412
Increase for the year	$36	
Average annual salary, all Teachers		$1,484
Increase for the year	$36	
Highest salary paid		$3,500
Amount expended for teachers' salaries 1917		$1,554,049
Amount expended for school houses (sites and buildings)		$277,544
Amount expended for all other purposes		$587,382
Total amount expended on High Schools, 1917		$2,418,975
Decrease for the year	$69,279	
Cost per pupil, enrolled attendance (approximate)		$83.00
Decrease for the year	$3.00	

b. Continuation Schools

Number of Continuation Schools, 1917-18		137
Increase for the year	5	
Number of pupils in attendance		5,104
Increase for the year	22	
Average daily attendance of pupils		3,734
Increase for the year	5	
Percentage of average to total attendance		73.15
Decrease for the year	.22	
Number of teachers		241
Increase for the year	7	
Average annual salary, Principals		$1,117
Increase for the year	$24	
Average annual salary, Assistants		$778
Increase for the year	$21	
Highest salary paid		$2,000
Amount expended on teachers' salaries, 1917		$228,362
Amount expended for school houses (sites and buildings)		$32,328
Amount expended for all other purposes		$63,931
Total amount expended on Continuation Schools, 1917		$324,621
Increase for the year	$18,473	
Cost per pupil, enrolled attendance (approximate)		$63.00
Increase for the year	$3.00	

c. Night High Schools

Number of Night Schools in 1917-18		23
Increase for the year	9	
Number of pupils enrolled		3,927
Increase for the year	460	
Number of teachers engaged		151
Increase for the year	32	

III. GENERAL

Elementary and Secondary Schools

*Total population of the Province	2,652,000
Pupils enrolled in elementary schools, 1917	528,484
Pupils enrolled in secondary schools, 1917-18	38,128
Total enrolment, all schools	566,612
Average daily attendance	369,516
Percentage of total population enrolled	21
Total expenditure	$16,855,431
Average cost per head of total population in 1917	$6.35

Average cost per pupil (enrolled attendance) in all Schools

	1902	1907	1912	1916	1917
Teachers' salaries	$7 63	$10 44	$14 26	$17 10	$17 97
Sites and buildings	0 97	2 86	5 90	4 70	4 05
All other expenses	2 80	4 40	5 34	6 77	7 72
For all purposes	11 40	17 70	25 50	28 57	29 74

Average Cost per Pupil (average attendance) in all Schools

	1902	1907	1912	1916	1917
Teachers' salaries	$13 34	$17 78	$23 26	$26 36	$27 55
Sites and buildings	1 70	4 86	9 63	7 24	6 22
All other expenses	4 89	7 50	8 71	10 44	11 84
For all purposes	19 93	30 14	41 60	44 04	45 61

*Estimated

Comparative School Statistics, 1867-1917

I. PUBLIC AND SEPARATE SCHOOLS

These tables, 1, 2, 3, 4 and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. The tables A, B, C, D and E give the statistics of the Public Schools including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table N; and the Night Schools in Table O.

1. School Population and Attendance

The school population (5 to 16 and 5 to 21 years) of the Province, as ascertained by the assessors, and the school attendance are given in the following table:

Year	Population 5 to 16 years	Population 5 to 21 years	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867	447,726	.....	401,643	213,019	188,624	163,974	40.82
1872	495,756	.....	454,662	238,848	215,814	188,701	41.50
1877	494,804	.....	490,860	261,070	229,790	217,184	44.25
1882	483,817	.....	471,512	246,966	224,546	214,176	45.42
1887	.....	611,212	493,212	259,083	234,129	245,152	49.71
1892	.....	595,238	485,670	253,091	232,579	253,830	52.26
1897	.....	590,955	482,777	251,677	231,100	273,544	56.66
1902	.....	584,512	454,088	232,880	221,208	261,480	57.58
1907	.....	590,285	448,218	229,794	218,424	266,503	59.45
1912	.....	609,127	467,022	239,187	227,835	291,210	62.35
1916	511,324	632,527	508,975	259,358	249,617	328,846	64.61
1917	512,562	628,996	527,664	266,255	261,409	342,571	64.92

NOTE.—Continuation School attendance is excluded from the above table in 1912 and thereafter. Kindergarten attendance is not included except for the year 1917. There was a total increase of 1,239 for the year in these elementary schools.

4. Teachers' Salaries and Experience

Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	*Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools.
	$	$	$	$	$	$	$	$	$	$	$	$	$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	.....	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	.....	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1912.	2,200	788	543	1,320	703	977	519	779	492	566	493	1,141	618
1916.	2,400	957	626	1,535	789	1,115	603	855	549	654	561	1,334	710
1917.	2,500	1,039	650	1,637	795	1,166	628	908	573	686	580	1,425	731

*Incorporated villages included from 1867 to 1902 inclusive.

Increase in salaries in the cities, towns, villages and rural schools are shown in the above table. In Table C the average salaries for 1917 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. This table also states the salaries paid to teachers according to the grade of certificate held, and illustrates to what extent the teacher with the higher certificate commands the higher salary. The average salaries for the Province are as follows:

	Male			Female		
	1912	1916	1917	1912	1916	1917
First Class certificates.....	$1,340	$1,434	$1,548	$634	$681	$728
Second Class certificates	757	874	916	587	654	673
Third Class and District certificates.....	524	541	562	458	483	507

Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is also shown in Table C, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1917 was as follows:

Male teachers, 14.73 years.
Female teachers, 7.67 years.
All teachers, 8.44 years.

5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867.	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872.	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877.	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882.	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887.	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892.	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897.	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902.	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907.	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1912.	842,278	9,478,887	3,936,887	14,258,052	6,109,547	2,777,960	167,755	2,218,698	11,273,960	24 14
1916.	831,988	11,010,356	4,237,738	16,080,082	7,929,490	2,232,110	192,212	2,998,093	13,351,905	26 23
1917.	907,846	12,193,439	4,168,000	17,269,285	8,398,450	1,987,644	290,207	3,435,534	14,111,835	26 74

The increase for the year in the amount paid as teachers' salaries was $468,960. The total expenditure increased by $759,930.

These tables show the expenditure per pupil for the years as given below:

Average cost per pupil (enrolled attendance)

	1902	1907	1912	1916	1917
Teachers' salaries	$7.04	$9.79	$13.08	$15.58	$15.91
Sites and buildings	0.95	2.72	5.95	4.38	3.77
All other expenses	2.63	4.34	5.11	6.27	7.06
For all purposes	10.62	16.85	24.14	26.23	26.74

Average cost per pupil (average attendance)

	1902	1907	1912	1916	1917
Teachers' Salaries	$12.23	$16.47	$20.98	$24.11	$24.52
Sites and buildings	1.65	4.58	9.54	6.79	5.80
All other expenses	4.57	7.30	8.19	9.70	10.87
For all purposes	18.45	28.35	38.71	40.60	41.19

The expenditure per pupil (enrolled attendance) for 1917 in the Public Schools alone will be found in Table E, and for the R. C. Separate Schools in Table F. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools, Teachers and Attendance						
	Schools open	Teachers	Pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867	161	210	18,924	.....	.....	8,606	45.47
1872	171	254	21,406	.....	.....	10,584	49.44
1877	185	334	24,952	.....	.....	12,549	50.29
1882	190	390	26,148	.....	.....	13,574	51.91
1887	229	491	30,373	15,376	14,997	16,866	55.52
1892	312	662	37,466	19,169	18,297	21,560	57.54
1897	340	752	41,620	21,342	20,278	24,996	60.05
1902	391	870	45,964	23,314	22,650	28,817	62.69
1907	449	1,034	51,502	26,420	25,082	33,500	65.04
1912	513	1,237	61,297	31,126	30,171	39,735	64.82
1916	539	1,454	69,265	35,410	33,855	46,196	66.69
1917	548	1,488	70,048	35,036	35,012	46,919	66.98

Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1912..	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207	263,024	1,043,224	17 01
1916..	45,836	899,938	467,759	1,413,533	535,661	395,289	17,709	294,670	1,243,329	17 95
1917..	63,127	1,066,253	370,346	1,499,726	635,089	262,103	24,836	391,695	1,313,723	18.75

†Including all expenditure except for Teachers' salaries.

An increase of 783 in the enrolment and of $70,394 in the expenditure in 1917 are noticed in the above tables. The expenditure per pupil of enrolled attendance increased from $17.95 to $18.75. Detailed statistics in reference to these schools will be found in Table F and G.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 1 Tilbury North, L'Orignal, and Penetanguishene (two schools).

They were attended by 447 pupils in 1917. The whole amount expended for their maintenance and permanent improvements was $11,318.66. One teacher held a First Class certificate, nine teachers held Second Class, and two held Third Class certificates.

Complete statistics for these schools will be found in Table N.

IV. CONTINUATION SCHOOLS

The following table gives statistics of the "Continuation Classes, Grade A," up to and including 1907. Thereafter they are known as "Continuation Schools." Formerly the statistics of these schools were included with the statistics of the Public and Separate Schools, consequently certain items for the years 1897-1907 cannot be given.

Year	Schools	One-teacher schools	Two-teacher schools	Three-teacher schools	Number of teachers	Receipts		Expenditure		Total value of Equipment	No. of Pupils	Percentage of average attendance to total attendance
						Legislative grant	Total Receipts	Paid for Teachers' Salaries	Total Expenditure			
						$	$	$	$	$		
1897	27	20	7	....	34	2,700	.....	.....	.....	.....	1,275	.....
1902	59	46	12	1	73	8,350	.....	.....	.....	.....	1,856	.....
1907	91	65	24	2	119	25,610	.....	73,325	.....	26,345	3,993	.....
1912	138	54	73	11	226	64,081	295,261	202,875	265,087	75,556	6,094	61.97
1916	132	33	96	3	*234	64,753	337,852	224,464	306,148	87,901	*5,082	*73.37
1917	137	36	99	2	*241	65,733	360,431	228,362	324,621	93,228	*5,104	*73.15

*For school year ended six months after the calendar year specified.

Of the enrolled attendance for 1917-1918, 3,858 pupils were in the Lower School and 1,246 in the Middle School. The total attendance was made up of 1,989 boys and 3,115 girls.

Average Cost per pupil, enrolled attendance (approximate)

	1916	1917
Teachers' salaries	$44.17	$44.74
Sites and buildings	4.94	6.33
All other expenses	11.13	12.53
For all purposes	60.24	63.60

II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools, Teachers and Attendance						
	Schools open	Teachers	Pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867	161	210	18,924	.....	.....	8,606	45.47
1872	171	254	21,406	.....	.....	10,584	49.44
1877	185	334	24,952	.....	.....	12,549	50.29
1882	190	390	26,148	.....	.....	13,574	51.91
1887	229	491	30,373	15,376	14,997	16,866	55.52
1892	312	662	37,466	19,169	18,297	21,560	57.54
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1907	449	1,034	51,502	26,420	25,082	33,500	65.04
1912	513	1,237	61,297	31,126	30,171	39,735	64.82
1916	539	1,454	69,265	35,410	33,855	46,196	66.69
1917	548	1,488	70,048	35,036	35,012	46,919	66.98

Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
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1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1912..	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207	263,024	1,043,224	17 01
1916..	45,836	899,938	467,759	1,413,533	535,661	395,289	17,709	294,670	1,243,329	17 95
1917..	63,127	1,066,253	370,346	1,499,726	635,089	262,103	24,836	391,695	1,313,723	18.75

†Including all expenditure except for Teachers' salaries.

An increase of 783 in the enrolment and of $70,394 in the expenditure in 1917 are noticed in the above tables. The expenditure per pupil of enrolled attendance increased from $17.95 to $18.75. Detailed statistics in reference to these schools will be found in Table F and G.

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The following table gives statistics of the "Continuation Classes, Grade A," up to and including 1907. Thereafter they are known as "Continuation Schools." Formerly the statistics of these schools were included with the statistics of the Public and Separate Schools, consequently certain items for the years 1897-1907 cannot be given.

Year	Schools	One-teacher schools	Two-teacher schools	Three-teacher schools	Number of teachers	Receipts		Expenditure		Total value of Equipment	No. of Pupils	Percentage of average attendance to total attendance
						Legislative grant	Total Receipts	Paid for Teachers' Salaries	Total Expenditure			
						$	$	$	$	$		
1897.....	27	20	7	....	34	2,700	.....	.....	.....	.....	1,275	.....
1902.....	59	46	12	1	73	8,350	.....	.....	.....	.....	1,856	.....
1907.....	91	65	24	2	119	25,610	.....	73,325	.....	26,345	3,993	.....
1912.....	138	54	73	11	226	64,081	295,261	202,875	265,087	75,556	6,094	61.97
1916.....	132	33	96	3	*234	64,753	337,852	224,464	306,148	87,901	*5,082	*73.37
1917.....	137	36	99	2	*241	65,733	360,431	228,362	324,621	93,228	*5,104	*73.15

*For school year ended six months after the calendar year specified.

Of the enrolled attendance for 1917-1918, 3,858 pupils were in the Lower School and 1,246 in the Middle School. The total attendance was made up of 1,989 boys and 3,115 girls.

Average Cost per pupil, enrolled attendance (approximate)

	1916	1917
Teachers' salaries.....	$44.17	$44.74
Sites and buildings.....	4.94	6.33
All other expenses.....	11.13	12.53
For all purposes	60.24	63.60

Average Cost per pupil (average attendance)

	1912	1915	1916	1917
Teachers' salaries	$53.71	$51.39	$60.19	$61.15
Sites and buildings	4.17	8.68	6.73	8.66
All other purposes	12.30	12.64	15.17	17.12
For all purposes	70.18	72.71	82.09	86.93

Statistics in detail for 1917 in reference to the Continuation Schools will be found in Tables H, I and J.

V. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following table gives comparative statistics respecting Collegiate Institutes and High Schools from 1867 to 1917, inclusive:—

1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and buildings	Total expenditure		
			$	$	$	$	$	$		
1867	102	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55
1872	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56
1877	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56
1882	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53
1887	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59
1892	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60
1897	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61
1902	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97
1907	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94
1912	148	917	209,956	145,685	2,414,128	1,232,537	327,982	1,953,061	32,273	62.80
1916	160	†1038	185,245	160,755	3,043,075	1,509,227	398,791	2,488,254	†28,833	†79.01
1917	162	†1051	184,088	154,825	3,051,684	1,554,049	277,544	2,418,975	†29,097	†78.15

*Expenses for repairs, etc., included.
†For the school year ended six months after the calendar year specified.

Average cost per pupil, enrolled attendance (approximate)

	1916	1917
Teachers' salaries	$52.34	$53.41
Sites and buildings	13.83	9.54
All other expenses	20.12	20.18
For all purposes	86.29	83.13

Average cost per pupil (average attendance)

	1902	1907	1912	1916	1917
	$ c.	$ c.	$ c.	$ c.	$ c.
Teachers' salaries	37 93	42 40	60 81	66 25	68 34
Sites and buildings	3 07	10 49	16 18	17 50	12 20
All other purposes	12 34	12 76	19 37	25 47	25 83
For all purposes	53 34	65 65	96 36	109 22	106 37

Number of Pupils in the three grades of schools in the Collegiate Institutes and High Schools

	1916–17	1917–18
Lower School	20,185	20,190
Middle School	7,105	7,336
Upper School	1,543	1,571
Total enrolment	28,833	29,097
Total number of boys	12,339	12,353
Total number of girls	16,494	16,744

2. Occupation of Parents of Pupils attending High Schools and Collegiate Institutes

	1916–17	1917–18
Commerce	6,300	6,516
Agriculture	8,492	8,449
Law, Medicine or the Church	1,498	1,531
Teaching	471	511
The Trades	5,610	5,734
Labouring Occupations	2,257	1,899
Other Classes	4,205	4,457

3. Destination of Pupils, and Number of Schools Charging Fees

Year	Destination of Pupils					Number of schools charging fees	Number of free schools
	Mercantile life	Agriculture	Law, Medicine or the Church	Teaching	The Trades		
1867	.....	.....	.....	.....	.....	67	36
1872	486	300	213	.....	.....	28	76
1877	555	328	564	.....	.....	35	69
1882	881	646	751	.....	.....	37	67
1887	1,141	882	1,189	.....	.....	58	54
1892	1,111	1,006	398	1,527	.....	77	51
1897	1,368	1,133	409	2,056	.....	87	43
1902	1,573	743	388	1,238	.....	82	52
1907	1,982	803	401	1,436	.....	81	62
1912	2,178	855	370	1,490	531	82	66
1916	2,725	1,335	413	1,205	775	84	76
1917	2,742	1,557	339	1,407	667	85	77

The statistics in detail of the various Collegiate Institutes and High Schools of the Province for 1917, will be found in Tables K, L, and M.

VI. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for forty-one years:

Year	No. of Teachers' Institutes	No. of Members	No. of Teachers in the Province. (High School teachers not included)	Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877....	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892....	69	8,142	8,680	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897....	73	7,627	9,351	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902....	77	8,515	9,614	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907....	81	9,319	10,170	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1912....	83	*9,913	11,128	3,800 00	2,100 78	1,961 10	22,120 70	1,359 24	10,120 89
1916....	88	*12,729	12,465	5,875 00	3,596 31	3,107 97	31,847 73	3,314 52	20,469 44
1917....	94	*12,460	12,762	5,475 00	3,701 62	3,821 23	27,712 01	3,173 12	13,977 20

*Registered attendance of members.

See Appendix H for details for 1917.

VII. DEPARTMENTAL EXAMINATIONS, Etc.

1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1918

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.....	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907-08...	*35	428	*38	979 (1907)
1912-13...	*69	986	*38	914 (1912)
1916-17...	*78	1,293	*43	971 (1916)
1917-18...	*78	1,514	*43	938 (1917)
1918-19...	*76	1,100	*41	929 (1918)

*Including those engaged in both a Normal and a Normal Model School.

2. High School Entrance Examinations, 1877-1918

Year	Total number of Candidates examined and recommended by Principals	Number granted certificates	Percentage	Certificates granted under Regulations in reference to farm employment
1877	7,383	3,836	51.95	.....
1882	9,607	4,371	45.49	.....
1887	16,248	9,364	57.63	.....
1892	16,409	8,427	51.35	.....
1897	16,384	10,502	64.09	.....
1902	18,087	13,300	73.53	.....
1907	22,144	15,430	69.68	.....
1912	22,679	13,977	61.62	.....
1916	23,135	15,357	66.37	1,140
1917	21,975	15,751	71.67	2,711
1918	21,178	16,734	79.01	3,366

3. Departmental Academic and Matriculation Examinations, 1918

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on appeal	Total number passed	Percentage
Senior Public School Graduation	43	16	2	0	16	37.20
Senior High School Entrance	63	28	1	1	29	46.03
Model Entrance (June)	51	17	1	0	17	33.33
English-French Model Entrance (June)	80	54	0	0	54	67.50
Model Entrance (August)	71	43	1	1	44	61.97
English-French Model Entrance (August)	2	2	0	0	2	100.00
Lower School	3,372	1,492	50	3	1,495	44.33
Middle School (June)	2,277	1,243	42	2	1,245	54.67
Middle School (August)	25	13	1	0	13	52.00
Upper School, Part I	322	225	8	0	225	69.87
Upper School, Part II	263	229	7	1	230	87.45
Upper School, Parts A, B, C, D (June)	39	22	0	0	22	56.41
Upper School, Parts A, B, C, D (August)	64	44	1	0	44	68.75
Junior Matriculation	2,397	*1,504	46	5	1,509	62.95
Supplemental Matriculation	329	84	16	1	85	25.83
Totals	9,398	5,016	176	14	5,030	53.52

Number of Honour Matriculation Candidates 407
Number of Scholarship Matriculation Candidates 102

The number of candidates granted standing under Regulations re Enlistment for Overseas Service was 82, and re Farm Employment, 3,193.

*Obtained either complete or partial Junior Matriculation.

THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL ATTENDANCE

Rural Schools	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Brant	3	3,562	....	3,565	1,814	1,751	2,299	64
2 Bruce	3	5,552	....	5,555	2,885	2,670	3,495	62
3 Carleton	7	5,747	....	5,754	2,866	2,888	3,354	58
4 Dufferin	12	2,438	....	2,450	1,296	1,154	1,425	58
5 Dundas	10	2,665	2	2,677	1,420	1,257	1,689	63
6 Elgin	13	4,120	....	4,133	2,113	2,020	2,541	61
7 Essex	5	5,469	....	5,474	2,870	2,604	3,142	57
8 Frontenac	12	4,189	1	4,202	2,086	2,116	2,159	51
9 Glengarry	9	2,940	1	2,950	1,505	1,445	1,556	52
10 Grey	5	7,206	1	7,212	3,748	3,464	4,214	58
11 Haldimand	1	2,494	....	2,495	1,313	1,182	1,663	67
12 Haliburton	3	1,504	2	1,509	757	752	711	47
13 Halton	1	2,155	....	2,156	1,103	1,053	1,244	58
14 Hastings	9	6,302	....	6,311	3,205	3,106	3,778	60
15 Huron	3	6,095	....	6,098	3,194	2,904	3,888	64
16 Kent	3	5,989	....	5,992	3,073	2,919	3,528	59
17 Lambton	4	5,179	....	5,183	2,742	2,441	3,325	64
18 Lanark	2	2,854	....	2,856	1,400	1,456	1,764	62
19 Leeds and Grenville	17	5,620	....	5,637	2,816	2,821	3,367	59
20 Lennox and Addington	10	3,135	....	3,145	1,582	1,563	1,729	55
21 Lincoln	9	3,165	....	3,174	1,580	1,594	1,703	54
22 Middlesex	4	6,580	....	6,584	3,390	3,194	4,369	66
23 Norfolk	2	3,520	....	3,522	1,821	1,701	2,093	59
24 Northumberland & Durham	1	6,305	1	6,307	3,269	3,038	3,772	60
25 Ontario	2	4,859	....	4,861	2,527	2,334	2,871	59
26 Oxford	2	4,879	....	4,881	2,535	2,346	3,128	64
27 Peel	2	2,556	....	2,558	1,310	1,248	1,527	60
28 Perth	....	4,426	....	4,426	2,346	2,080	2,878	65
29 Peterborough	2	3,219	....	3,221	1,623	1,598	1,898	59
30 Prescott and Russell	13	3,110	1	3,124	1,605	1,519	1,843	59
31 Prince Edward	4	2,041	....	2,045	1,029	1,016	1,260	62
32 Renfrew	18	5,838	1	5,857	2,939	2,918	3,095	53
33 Simcoe	6	8,414	....	8,420	4,299	4,121	4,746	56
34 Stormont	3	2,778	....	2,781	1,414	1,367	1,624	58
35 Victoria	3	3,463	....	3,466	1,759	1,707	2,094	60
36 Waterloo	13	3,778	....	3,791	1,993	1,798	2,572	68
37 Welland	7	4,253	....	4,260	2,255	2,005	2,378	56
38 Wellington	5	4,465	....	4,470	2,324	2,146	2,765	62
39 Wentworth	1	5,372	....	5,373	2,688	2,685	3,113	58
40 York	3	13,669	....	13,672	6,932	6,740	8,384	61
41 Algoma	12	3,009	2	3,023	1,513	1,510	1,538	51
42 Kenora	....	494	....	494	256	238	235	47
43 Manitoulin	3	1,737	....	1,740	891	849	903	52
44 Muskoka	6	2,821	....	2,827	1,453	1,374	1,528	54
45 Nipissing	56	1,805	....	1,861	926	935	998	54
46 Parry Sound	8	3,692	....	3,700	1,907	1,793	1,853	50
47 Rainy River	3	1,163	....	1,166	582	584	609	52
48 Sudbury	14	2,775	....	2,789	1,325	1,464	1,402	50
49 Timiskaming	10	2,941	....	2,951	1,505	1,446	1,452	49
50 Thunder Bay, etc	2	2,068	....	2,070	1,026	1,044	1,061	51
Totals	346	204,410	12	204,768	104,810	99,958	120,563	58.87

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL ATTENDANCE—Continued

Cities	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville	....	1,966	....	1,966	1,010	956	1,332	68
2 Brantford	....	4,342	....	4,342	2,142	2,200	3,262	75
3 Chatham	....	2,253	....	2,253	1,143	1,110	1,528	68
4 Fort William	....	3,225	....	3,225	1,598	1,627	2,319	72
5 Galt	....	2,140	....	2,140	1,062	1,078	1,556	73
6 Guelph	15	2,410	3	2,428	1,205	1,223	1,683	69
7 Hamilton	60	16,576	1	16,637	8,349	8,288	12,397	74
8 Kingston	40	3,348	....	3,388	1,684	1,704	2,274	67
9 Kitchener	....	2,856	....	2,856	1,464	1,392	2,138	75
10 London	....	9,397	....	9,397	4,718	4,679	6,255	67
11 Niagara Falls	....	1,755	....	1,755	883	872	1,291	74
12 Ottawa	385	10,394	....	10,779	5,362	5,417	7,496	69
13 Peterborough	....	3,178	....	3,178	1,612	1,566	2,289	72
14 Port Arthur	....	2,555	....	2,555	1,248	1,307	1,732	68
15 St. Catharines	....	2,735	1	2,736	1,379	1,357	1,946	71
16 St. Thomas	....	2,470	....	2,470	1,283	1,187	1,944	79
17 Sarnia	....	1,948	....	1,948	956	992	1,430	73
18 Sault Ste. Marie	15	2,221	....	2,236	1,127	1,109	1,556	70
19 Stratford	....	2,565	....	2,565	1,306	1,259	1,908	74
20 Toronto	71	74,960	4	75,035	37,507	37,528	51,337	68
21 Welland	8	1,572	....	1,580	816	764	1,004	63
22 Windsor	....	3,417	....	3,417	1,731	1,686	2,485	73
23 Woodstock	....	1,475	....	1,475	752	723	1,078	73
Totals	594	159,758	9	160,361	80,337	80,024	112,240	69.99
Towns								
1 Alexandria	....	75	....	75	32	43	46	61
2 Alliston	....	264	....	264	119	145	186	70
3 Almonte	....	363	....	363	186	177	225	62
4 Amherstburg	....	272	....	272	148	124	162	60
5 Arnprior	....	551	....	551	283	268	376	68
6 Aurora	....	473	....	473	239	234	346	73
7 Aylmer	44	460	....	504	232	272	333	66
8 Bala	....	69	....	69	29	40	52	75
9 Barrie	....	1,361	....	1,361	667	694	910	67
10 Blenheim	....	336	....	336	160	176	229	68
11 Blind River	....	191	....	191	75	116	105	55
12 Bonfield	....	27	....	27	15	12	12	44
13 Bothwell	....	119	....	119	66	53	83	70
14 Bowmanville	....	634	....	634	312	322	404	64
15 Bracebridge	....	542	....	542	254	288	382	71
16 Brampton	....	741	....	741	379	362	533	72
17 Bridgeburg	....	391	....	391	211	180	271	69
18 Brockville	....	1,438	....	1,438	711	727	1,037	72
19 Bruce Mines	....	193	....	193	99	94	99	51
20 Burlington	2	433	....	435	218	217	313	72
21 Cache Bay	....	150	....	150	65	85	96	64
22 Campbellford	....	688	....	688	316	372	452	66
23 Carleton Place	....	810	....	810	401	409	550	68
24 Charlton	....	104	....	104	69	35	39	37
25 Chesley	....	369	....	369	195	174	267	72
26 Clinton	....	371	....	371	179	192	285	77
27 Cobalt	....	852	....	852	435	417	554	65
28 Cobourg	....	656	....	656	311	345	436	66
29 Cochrane	....	317	....	317	145	172	190	60
30 Collingwood	....	1,342	....	1,342	656	686	980	74
31 Copper Cliff	....	672	....	672	337	335	512	76
32 Cornwall	....	578	....	578	284	294	423	73

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
1 Brant	58	856	457	686	812	671
Bruce	.....	1,252	725	1,017	1,224	1,247
3 Carleton	.....	1,609	748	1,067	1,134	1,175
4 Dufferin	.....	575	288	505	531	532
5 Dundas	.....	676	318	454	519	625
6 Elgin	.....	876	505	869	885	921
7 Essex	.....	1,506	974	1,143	991	845
8 Frontenac	.....	1,231	492	781	800	876
9 Glengarry	.....	881	346	655	619	426
10 Grey	.....	1,567	916	1,442	1,647	1,567
11 Haldimand	.....	585	317	496	477	591
12 Haliburton	.....	471	223	292	248	254
13 Halton	.....	540	293	415	392	504
14 Hastings	.....	1,606	897	1,411	1,271	1,063
15 Huron	.....	1,160	747	1,297	1,241	1,399
16 Kent	.....	1,549	791	1,236	1,075	1,260
17 Lambton	.....	1,155	712	892	1,102	1,197
18 Lanark	.....	679	385	564	602	612
19 Leeds and Grenville	.....	1,343	718	1,038	1,133	1,361
20 Lennox and Addington	.....	845	412	614	609	642
21 Lincoln	.....	828	391	664	608	647
22 Middlesex	.....	1,288	917	1,406	1,401	1,443
23 Norfolk	.....	859	479	839	727	588
24 Northumberland and Durham	.....	1,385	795	1,406	1,306	1,309
25 Ontario	.....	1,278	618	877	1,008	1,000
26 Oxford	.....	977	730	998	1,073	1,050
27 Peel	.....	653	283	549	526	526
28 Perth	.....	776	546	701	1,229	1,104
29 Peterborough	.....	952	397	708	619	519
30 Prescott and Russell	.....	981	402	599	476	595
31 Prince Edward	.....	469	295	396	428	435
32 Renfrew	.....	1,759	849	1,143	1,008	1,036
33 Simcoe	.....	2,182	1,113	1,827	1,650	1,556
34 Stormont	.....	705	319	571	567	610
35 Victoria	.....	785	447	643	763	749
36 Waterloo	.....	774	467	912	970	626
37 Welland	.....	1,244	499	783	886	800
38 Wellington	.....	850	542	795	1,088	1,083
39 Wentworth	17	1,452	705	1,094	1,104	919
40 York	.....	3,849	2,301	3,108	2,587	1,775
41 Algoma	.....	1,002	372	688	514	400
42 Kenora	.....	161	106	92	95	39
43 Manitoulin	.....	542	195	362	309	322
44 Muskoka	.....	791	383	572	543	483
45 Nipissing	.....	649	384	372	272	178
46 Parry Sound	.....	1,204	607	713	605	500
47 Rainy River	.....	357	163	216	186	215
48 Sudbury	.....	1,298	380	445	379	269
49 Timiskaming	.....	1,076	437	548	495	388
50 Thunder Bay, etc	.....	774	335	349	331	254
Totals	75	52,862	27,721	41,250	41,065	39,186

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History
1	25	3,286	2,724	3,009	2,859	3,053	771	1,278
2	90	5,236	4,369	4,643	4,830	4,412	1,599	1,898
3	21	5,614	4,778	4,590	4,944	5,003	1,303	2,787
4	19	2,340	1,927	1,761	2,130	2,098	586	757
5	85	2,382	1,945	1,563	2,076	2,161	912	956
6	77	4,015	3,176	3,815	3,918	3,918	1,150	1,471
7	15	5,413	3,952	3,667	5,127	5,217	1,811	1,353
8	22	4,202	2,989	3,306	4,202	4,202	895	1,829
9	23	2,736	2,240	2,154	2,412	2,511	560	1,232
10	73	6,926	5,738	5,065	6,140	6,017	1,897	2,698
11	29	2,420	1,904	1,857	2,015	2,017	982	946
12	21	1,458	969	833	1,354	1,151	362	439
13	12	2,025	1,588	1,449	1,871	1,774	597	612
14	63	5,971	4,995	5,143	5,586	5,494	1,181	1,772
15	254	5,616	4,924	4,356	5,197	5,198	1,914	2,115
16	81	5,565	4,456	4,206	4,711	4,439	1,752	2,179
17	125	4,959	3,859	3,712	4,663	4,888	1,386	2,908
18	14	2,821	2,396	1,853	2,519	2,540	801	1,074
19	44	5,544	4,332	4,158	4,909	4,939	1,513	2,224
20	23	3,017	2,426	2,410	2,781	2,761	781	1,258
21	36	3,077	2,498	2,869	2,733	2,727	969	1,024
22	129	6,481	5,354	4,680	5,718	5,950	2,029	2,562
23	30	3,424	2,777	3,040	3,103	3,167	627	1,183
24	106	6,072	4,836	4,126	5,347	5,324	2,072	2,027
25	80	4,839	3,605	4,253	3,567	3,641	1,198	1,883
26	53	4,809	4,284	3,903	4,563	4,559	1,269	1,970
27	21	2,485	1,920	2,004	1,672	2,120	605	734
28	70	4,273	3,679	3,848	3,894	3,809	1,784	1,636
29	26	3,111	2,390	2,628	2,700	2,698	715	1,274
30	71	2,922	2,094	2,301	2,482	2,644	698	1,220
31	22	2,045	2,045	1,415	2,045	2,045	530	756
32	62	5,727	5,141	4,535	5,304	5,470	1,153	2,768
33	92	8,329	6,771	4,511	7,641	7,472	1,982	2,524
34	9	2,584	2,205	2,246	2,300	2,239	767	1,087
35	79	3,311	2,793	2,271	3,016	2,974	911	1,147
36	42	3,673	3,149	3,490	3,791	3,791	818	1,100
37	48	3,996	3,060	2,977	3,287	3,329	1,117	1,148
38	112	4,088	3,258	3,337	3,565	3,457	1,917	1,739
39	82	5,256	4,161	4,812	4,724	4,423	1,307	1,989
40	52	13,447	12,288	12,749	12,835	12,824	2,891	3,184
41	47	2,934	2,118	1,874	2,322	2,310	580	772
42	1	494	331	494	494	494	135	135
43	10	1,704	1,241	1,207	1,373	1,372	357	626
44	55	2,529	2,056	1,428	2,462	2,264	777	1,020
45	6	1,813	1,315	1,501	1,460	1,460	263	659
46	71	3,626	2,019	2,784	3,288	3,284	641	968
47	29	1,055	788	675	819	867	322	366
48	18	2,577	1,619	2,378	2,091	2,060	387	768
49	7	2,746	2,102	2,388	2,428	2,269	479	722
50	27	2,035	1,463	1,938	1,861	1,874	540	573
	2,609	197,008	159,047	156, 212	177,129	176,710	52,593	71,350

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL ATTENDANCE—Continued

	Towns—Continued	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
33	Deseronto	....	474	....	474	235	239	291	61
34	Dresden	....	284	....	284	143	141	181	64
35	Dryden	....	259	....	259	120	139	170	66
36	Dundas	....	834	....	834	399	435	619	74
37	Dunnville	....	541	....	541	264	277	373	69
38	Durham	....	322	....	322	137	185	225	70
39	Eastview	....	352	....	352	167	185	210	60
40	Englehart	....	209	....	209	98	111	116	55
41	Essex	....	288	....	288	143	145	214	74
42	Ford	....	187	....	187	89	98	93	50
43	Forest	....	263	....	263	116	147	164	62
44	Fort Frances	....	318	....	318	151	167	202	63
45	Frood Mine	....	12	....	12	7	5	6	50
46	Gananoque	....	832	....	832	414	418	600	72
47	Goderich	....	665	....	665	333	332	470	71
48	Gore Bay	....	152	....	152	73	79	118	78
49	Gravenhurst	....	386	....	386	187	199	220	57
50	Haileybury	....	554	....	554	288	266	369	67
51	Hanover	....	504	....	504	233	271	378	76
52	Harriston	....	285	....	285	165	120	188	66
53	Hawkesbury	1	210	....	211	107	104	126	60
54	Hespeler	....	584	....	584	311	273	417	71
55	Huntsville	....	531	....	531	257	274	344	65
56	Ingersoll	....	919	....	919	468	451	651	71
57	Iroquois Falls	....	263	....	263	141	122	95	36
58	Kearney	....	136	....	136	65	71	77	56
59	Keewatin	....	304	....	304	161	143	190	62
60	Kenora	....	996	....	996	487	509	686	69
61	Kincardine	....	267	....	267	139	128	199	74
62	Kingsville	....	392	....	392	220	172	253	65
63	Latchford	....	61	....	61	37	24	34	56
64	Leamington	....	578	....	578	289	289	406	70
65	Lindsay	....	1,130	....	1,130	553	577	822	73
66	Listowel	....	383	....	383	192	191	252	66
67	Little Current	....	287	....	287	147	140	161	56
68	Massey	....	106	....	106	64	42	86	81
69	Matheson	....	127	....	127	76	51	54	42
70	Mattawa	....	48	....	48	22	26	28	60
71	Meaford	....	522	....	522	274	248	392	75
72	Midland	2	1,512	....	1,514	726	788	1,021	67
73	Milton	....	448	....	448	199	249	296	66
74	Mimico	....	546	....	546	261	285	358	66
75	Mitchell	....	261	....	261	127	134	193	74
76	Mount Forest	....	250	....	250	125	125	170	68
77	Napanee	....	557	....	557	293	264	362	65
78	New Liskeard	....	485	....	485	230	255	339	70
79	Newmarket	....	643	....	643	335	308	456	71
80	Niagara	....	218	....	218	120	98	153	70
81	North Bay	....	1,272	....	1,272	644	628	964	76
82	Oakville	....	543	....	543	283	260	362	67
83	Orangeville	....	366	....	366	178	188	288	79
84	Orillia	....	1,534	....	1,534	773	761	1,076	70
85	Oshawa	....	1,750	....	1,750	874	876	1,251	71
86	Owen Sound	1	2,506	....	2,507	1,279	1,228	1,837	73
87	Palmerston	....	331	....	331	168	163	241	73
88	Paris	....	628	....	628	315	313	454	72
89	Parkhill	....	143	....	143	62	81	122	85
90	Parry Sound	....	1,152	....	1,152	567	585	744	65

THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL ATTENDANCE—Concluded

Towns—Concluded	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
91 Pembroke	....	900	....	900	461	439	638	71
*92 Penetanguishene	....	835	....	835	403	432	554	66
93 Perth	....	391	....	391	181	210	246	63
94 Petrolea	....	588	....	588	302	286	418	71
95 Picton	....	506	....	506	259	247	375	74
96 Port Hope	....	770	....	770	382	388	569	74
97 Powassan	....	172	....	172	80	92	115	67
98 Prescott	....	278	....	278	136	142	218	78
99 Preston	....	817	....	817	418	399	614	75
100 Rainy River	....	354	....	354	171	183	213	60
101 Renfrew	5	617	....	622	336	286	396	64
102 Ridgetown	....	368	....	368	169	199	259	70
103 Rockland	....	88	....	88	53	35	56	64
104 St. Mary's	....	556	....	556	300	256	431	78
105 Sandwich	....	232	....	232	127	105	206	89
106 Seaforth	....	322	....	322	154	168	205	64
107 Simcoe	7	829	....	836	425	411	565	68
108 Sioux Lookout	....	165	....	165	78	87	88	53
109 Smith's Falls	....	1,072	....	1,072	528	544	784	73
110 Southampton	....	316	....	316	152	164	232	73
111 Stayner	....	188	....	188	94	94	134	71
112 Steelton	....	1,037	....	1,037	538	499	694	67
113 Strathroy	....	476	....	476	242	234	343	72
114 Sturgeon Falls	....	215	....	215	100	115	150	70
115 Sudbury	....	764	....	764	396	368	565	74
116 Thessalon	....	410	....	410	198	212	270	66
117 Thornbury	....	156	....	156	74	82	108	69
118 Thorold	....	461	....	461	233	228	295	64
119 Tilbury	....	152	....	152	74	78	108	71
120 Tillsonburg	12	613	....	625	322	303	421	67
121 Timmins	17	301	....	318	168	150	172	54
122 Trenton	....	1,039	....	1,039	502	537	605	58
123 Trout Creek	....	97	....	97	55	42	66	68
124 Uxbridge	....	203	....	203	108	95	167	82
125 Vankleek Hill	....	160	....	160	83	77	107	67
126 Walkerton	....	266	....	266	131	135	193	73
127 Walkerville	....	992	....	992	484	508	665	67
128 Wallaceburg	....	705	....	705	338	367	459	65
129 Waterloo	....	717	....	717	344	373	570	79
130 Webbwood	....	157	....	157	79	78	101	64
131 Weston	....	561	....	561	292	269	396	71
132 Whitby	....	413	....	413	222	191	272	66
133 Wiarton	....	454	....	454	229	225	309	68
134 Wingham	....	462	....	462	210	252	284	61
Totals	91	67,727	....	67,818	33,790	34,028	46,691	68.85
Totals								
1 Rural Schools	346	204,410	12	204,768	104,810	99,958	120,563	58.87
2 Cities	594	159,758	9	160,361	80,337	80,024	112,240	69.99
3 Towns	91	67,727	....	67,818	33,790	34,028	46,691	68.85
4 Villages	23	24,645	1	24,669	12,282	12,387	16,158	65.49
5 Grand Totals, 1917	1054	456,540	22	457,616	231,219	226,397	295,652	64.60
6 Percentages	.23	99.76	....	.....	50.52	49.47	64.60	.....

* Including Protestant Separate School.

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant	1,432	2,232	3,058	3,305	13	13
2 Bruce	2,351	4,221	4,790	4,452	164	71
3 Carleton	3,080	4,855	5,362	5,642	16	16
4 Dufferin	1,912	1,968	2,264	2,240	17	8
5 Dundas	978	1,587	1,940	2,335	83	83
6 Elgin	1,460	3,895	3,946	4,073	67	71
7 Essex	2,072	5,239	5,255	5,459	28	11
8 Frontenac	1,912	4,198	4,199	4,202	15	21
9 Glengarry	1,345	2,012	2,351	2,755	16	22
10 Grey	3,239	5,616	6,530	6,893	55	51
11 Haldimand	1,164	1,845	2,360	2,353	23	25
12 Haliburton	651	981	1,197	826	15	21
13 Halton	760	1,555	1,855	2,085	2	7
14 Hastings	2,066	5,280	5,721	6,188	86	52
15 Huron	2,773	4,417	5,261	5,748	210	193
16 Kent	2,457	4,218	4,785	5,729	68	65
17 Lambton	2,963	4,473	4,968	5,082	97	146
18 Lanark	1,286	2,303	2,506	2,774	1	4
19 Leeds and Grenville	2,558	5,080	5,431	5,477	13	35
20 Lennox and Addington	1,371	2,591	2,749	2,978	29	12
21 Lincoln	1,159	2,507	3,053	3,130	48	32
22 Middlesex	3,215	4,932	5,572	6,148	136	103
23 Norfolk	1,424	2,985	3,220	3,454	18	21
24 Northumberland and Durham	2,358	4,455	5,405	5,949	59	81
25 Ontario	1,918	2,088	4,775	4,839	58	59
26 Oxford	2,107	4,200	4,587	4,686	25	54
27 Peel	846	1,859	2,341	2,479	1	12
28 Perth	2,095	3,446	3,970	4,359	42	55
29 Peterborough	1,362	2,542	2,967	3,043	17	20
30 Prescott and Russell	1,499	2,436	2,758	2,984	56	76
31 Prince Edward	838	1,804	1,835	1,984	2	2
32 Renfrew	2,967	5,139	5,394	5,718	21	32
33 Simcoe	3,238	6,871	7,941	7,860	134	62
34 Stormont	1,152	1,889	2,318	2,675	2	3
35 Victoria	1,316	2,855	3,176	2,950	90	57
36 Waterloo	1,543	2,956	3,482	3,455	48	41
37 Welland	1,348	2,756	3,798	3,718	13	38
38 Wellington	2,040	3,506	4,007	4,127	45	68
39 Wentworth	2,306	3,107	4,728	4,619	58	74
40 York	3,888	12,430	13,096	13,574	41	41
41 Algoma	953	2,411	2,812	2,799	29	40
42 Kenora	135	494	494	494	.....	.....
43 Manitoulin	735	1,631	1,687	1,729	3	9
44 Muskoka	1,274	1,907	2,161	2,076	42	121
45 Nipissing	947	1,577	1,668	1,821	6	6
46 Parry Sound	1,270	3,261	2,378	3,194	66	62
47 Rainy River	484	927	982	1,094	21	28
48 Sudbury	939	2,000	2,186	2,445	19	18
49 Timiskaming	988	1,466	2,546	2,797	27	8
50 Thunder Bay, etc	646	1,986	2,006	2,015	68	25
Totals	84,820	160,990	183,871	192,811	2,213	2,175

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	12	1	7	6	.....	.....	.....	6	4	75	22	.....
2	61	45	5	2	2	2	.....	23	19	407	381	22
3	14	12	14	.....	12	.....	.....	14	.....	636	77	.....
4	8	6	4	3	.....	.....	.....	3	.....	389	.....	.....
5	83	78	83	57	.....	.....	.....	83	12	1,504	95	7
6	57	9	8	.....	.....	.....	.....	45	17	1,361	1,104	185
7	12	.....	.....	2	531	.....	.....	9	1	348	436	109
8	16	2	3	.....	.....	.....	.....	5	.....	45	185	.....
9	18	3	16	6	112	.....	.....	12	.....	1,092	263	61
10	43	26	21	.....	2	.....	.....	19	10	701	368	96
11	17	10	5	7	4	.....	.....	21	.....	82	182	.....
12	21	3	.....	.....	.....	.....	.....	8	.....	.....	.....	.....
13	8	2	5	.....	2	.....	.....	.....	.....	547	278	16
14	47	14	7	.....	2	.....	.....	13	2	1,111	1,415	106
15	192	96	63	16	8	2	.....	149	33	811	139	65
16	64	27	5	4	204	.....	.....	22	5	2,609	731	62
17	110	60	54	38	1	.....	.....	90	60	703	1,359	220
18	4	1	.....	3	.....	.....	.....	3	.....	710	288	62
19	20	11	7	1	3	.....	.....	3	3	1,302	61	15
20	12	2	.....	2	.....	.....	.....	2	2	2	.....	.....
21	24	9	5	.....	.....	.....	.....	25	11	436	46	.....
22	94	33	34	21	25	.....	1	47	28	2,730	2,291	546
23	21	5	.....	.....	.....	.....	.....	6	.....	348	408	167
24	79	44	43	5	15	1	.....	12	14	792	248	110
25	60	5	11	1	4	.....	.....	56	24	300	88	.....
26	35	15	5	.....	.....	.....	.....	42	39	793	313	17
27	10	1	.....	.....	.....	.....	.....	7	.....	430	.....	.....
28	50	33	26	2	8	.....	.....	10	3	1,622	151	16
29	21	16	9	8	.....	.....	.....	4	3	75	.....	.....
30	75	20	47	33	1,021	.....	.....	62	10	431	391	25
31	.....	.....	.....	.....	.....	.....	.....	.....	2	467	1,996	164
32	20	16	2	.....	.....	.....	.....	20	17	232	.....	.....
33	62	29	8	3	164	1	.....	27	28	499	551	33
34	4	.....	2	.....	.....	.....	.....	.....	.....	325	.....	.....
35	56	.....	1	4	.....	.....	.....	3	.....	.....	.....	.....
36	41	33	8	.....	4	2	12	18	20	495	389	.....
37	36	19	18	.....	.....	.....	.....	28	7	398	356	.....
38	67	23	41	14	.....	.....	.....	35	9	413	312	32
39	71	28	62	40	2	.....	.....	67	30	1,786	303	21
40	41	.....	.....	.....	.....	.....	.....	41	.....	1,706	392	370
41	39	8	2	.....	.....	.....	.....	18	3	863	130	25
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	9	6	3	3	.....	.....	.....	6	3	13	.....	.....
44	40	7	7	.....	2	.....	.....	30	8	104	131	8
45	6	.....	.....	.....	763	.....	.....	5	.....	54	121	.....
46	59	20	13	.....	12	.....	.....	54	13	55	65	.....
47	27	12	5	4	.....	.....	.....	18	.....	47	34	11
48	18	3	2	.....	421	.....	.....	7	1	12	325	8
49	8	2	2	.....	.....	.....	.....	2	.....	290	421	47
50	21	22	1	1	.....	.....	.....	16	16	.....	.....	.....
	1,913	817	664	286	3,324	8	13	1,196	457	30,151	16,846	2,626

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Kindergarten	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
1 Belleville	.....	.....	551	270	403	373	369
2 Brantford	53	379	1,011	670	771	992	466
3 Chatham	238	157	322	292	365	461	418
4 Fort William	437	.....	660	470	555	594	509
5 Galt	36	116	452	214	505	456	361
6 Guelph	199	.....	501	275	379	517	426
7 Hamilton	1,413	.....	2,847	2,393	4,131	3,494	2,136
8 Kingston	341	.....	740	467	436	733	671
9 Kitchener	280	44	417	361	703	589	462
10 London	844	208	1,367	1,106	2,144	1,976	1,752
11 Niagara Falls	.....	.....	482	251	321	361	340
12 Ottawa	1,327	182	1,427	1,351	2,104	1,913	2,054
13 Peterborough	435	.....	745	384	604	502	508
14 Port Arthur	220	.....	549	400	507	519	360
15 St. Catharines	165	44	643	412	379	567	526
16 St. Thomas	.....	198	500	309	420	592	451
17 Sarnia	.....	.....	377	331	415	461	364
18 Sault Ste. Marie	182	35	438	335	369	516	361
19 Stratford	.....	217	421	345	393	657	532
20 Toronto	9,007	.....	13,076	8,489	15,453	16,068	12,303
21 Welland	170	.....	359	246	323	280	202
22 Windsor	.....	.....	1,197	565	714	556	385
23 Woodstock	.....	.....	415	245	216	296	303
Totals	15,347	1,580	29,497	20,181	32,610	33,473	26,259
Towns							
1 Alexandria	.....	.....	21	8	12	14	20
2 Alliston	.....	.....	82	43	53	42	44
3 Almonte	.....	.....	100	79	45	76	63
4 Amherstburg	.....	.....	86	40	45	45	56
5 Arnprior	.....	.....	119	59	102	122	149
6 Aurora	.....	.....	105	72	114	103	79
7 Aylmer	63	53	49	48	88	85	118
8 Bala	.....	.....	20	12	10	8	18
9 Barrie	.....	123	307	165	310	235	221
10 Blenheim	.....	.....	108	54	61	47	66
11 Blind River	.....	.....	58	30	31	36	36
12 Bonfield	.....	.....	9	4	4	4	5
13 Bothwell	.....	.....	23	15	28	25	28
14 Bowmanville	.....	.....	153	92	147	119	123
15 Bracebridge	.....	.....	178	66	85	135	78
16 Brampton	.....	.....	199	126	148	167	101
17 Bridgeburg	.....	.....	82	62	78	118	51
18 Brockville	.....	.....	443	194	208	284	309
19 Bruce Mines	.....	.....	78	9	40	41	25
20 Burlington	.....	54	96	68	70	87	60
21 Cache Bay	.....	.....	34	22	40	24	19
22 Campbellford	101	.....	89	108	142	126	122
23 Carleton Place	.....	.....	275	144	107	191	93
24 Charlton	.....	.....	50	12	15	13	14
25 Chesley	.....	.....	83	42	97	76	71
26 Clinton	.....	.....	82	53	44	81	111
27 Cobalt	.....	.....	315	122	189	154	72
28 Cobourg	78	.....	116	95	154	101	112
29 Cochrane	.....	.....	110	54	58	46	45
30 Collingwood	122	.....	253	197	250	280	240
31 Copper Cliff	.....	.....	312	108	101	90	61
32 Cornwall	.....	.....	152	68	126	108	124

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	.....	1,966	1,966	1,966	1,966	1,966	369	1,145	1145
2	.....	4,342	4,342	4,342	4,342	4,342	466	725	718
3	.....	2,161	1,731	2,161	1,858	1,963	415	802	684
4	.....	2,788	2,128	2,788	2,788	2.788	509	1,103	1,103
5	.....	2,069	2,069	1,929	2,069	2,069	401	622	917
6	131	2,074	1,869	1,824	2,211	2,015	557	1,031	1,036
7	223	15,176	13,675	16,520	14,614	14,868	3,165	5,894	7,994
8	.....	3,047	2,307	3,047	3,047	3,047	671	657	747
9	.....	2,576	2,576	2,576	2,576	2,576	462	1,935	2,518
10	.....	8,345	8,115	8,345	8,345	8,345	1,752	3,887	4,889
11	.....	1,755	1,755	1,755	1,755	1,755	375	254	291
12	421	9,452	9,452	9,452	9,452	9,452	2,246	3,558	3,526
13	.....	2,743	2,743	2,743	2,743	2,743	508	1,010	1,614
14	.....	2,335	2,335	2,335	2,335	2,335	360	879	879
15	.....	2,571	1,884	.....	1,884	1,884	788	1,472	1,472
16	.....	2,403	2,403	2,403	1,966	2,403	451	565	711
17	.....	1,948	1,948	1,948	1,948	1,948	364	825	825
18	.....	2,091	1,780	2,091	2,054	2,054	361	413	514
19	.....	2,565	2,565	2,565	2,565	2,565	436	939	1,195
20	639	65,400	35,456	66,553	64,303	65,147	21,104	20,847	28,660
21	.....	1,410	1,051	1,580	1,580	1,580	477	477	477
22	.....	3,417	1,655	3,417	2,220	2,220	385	385	941
23	.....	1,475	1,060	.....	1,060	815	303	303	303
	1,414	144,109	106,865	142,340	139,681	140,880	36,925	49,728	63,159
1	.....	75	54	75	54	54	20	54	54
2	.....	264	182	264	264	264	44	45	94
3	.....	363	363	363	363	363	63	184	184
4	.....	272	272	216	272	272	56	56	101
5	.....	551	551	551	551	551	149	200	271
6	.....	473	368	473	368	473	79	79	103
7	.....	380	380	504	380	380	203	203	203
8	1	69	69	69	49	49	49	37	37
9	.....	1,361	1,361	1,361	1,238	1,238	456	456	752
10	.....	336	228	.....	336	336	66	113	113
11	.....	191	191	191	191	191	36	191	191
12	1	26	14	23	18	19	6	12	5
13	.....	119	96	119	81	81	53	28	28
14	.....	634	634	634	634	634	242	134	242
15	.....	542	288	.....	542	327	128	213	213
16	.....	741	536	741	536	741	101	268	268
17	.....	362	348	350	362	362	51	291	240
18	.....	1,438	1,438	1,438	1,438	1,438	499	1,438	1,438
19	.....	193	184	193	184	193	25	52	71
20	.....	331	231	331	331	285	147	118	136
21	11	150	150	150	150	150	30	54	94
22	.....	587	587	587	587	587	122	93	248
23	.....	810	810	810	810	535	93	93	191
24	.....	104	104	104	104	104	14	104	104
25	.....	369	369	369	369	369	71	296	332
26	.....	371	371	371	371	371	111	236	371
27	.....	852	852	852	852	852	72	604	676
28	.....	578	462	578	462	578	213	81	128
29	4	317	317	317	317	317	49	152	152
30	.....	1,220	1,167	946	1,056	1,049	435	553	788
31	.....	672	360	.....	466	360	151	61	109
32	.....	578	578	578	578	578	124	135	97

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
1 Belleville	1,966	1,966	1,966	.....	.....	.....
2 Brantford	4,342	4,342	4,342	.....	.....	.....
3 Chatham	1,858	2,253	2,253	.....	.....	.....
4 Fort William	2,788	2,788	2,788	.....	.....	.....
5 Galt	2,069	2,140	1,908	.....	.....	.....
6 Guelph	1,842	1,994	2,227	131	131	.....
7 Hamilton	14,046	14,881	16,637	223	223	223
8 Kingston	3,047	3,047	3,047	.....	.....	.....
9 Kitchener	2,518	2,576	2,856	.....	.....	.....
10 London	8,345	8,345	8,345	.....	.....	.....
11 Niagara Falls	1,509	1,668	1,755	.....	.....	.....
12 Ottawa	9,452	9,452	9,452	413	421	.....
13 Peterborough	2,743	2,743	2,743	.....	.....	.....
14 Port Arthur	2,555	2,555	2,555	.....	.....	.....
15 St. Catharines	1,472	2,736	2,736	.....	.....	.....
16 St. Thomas	2,358	2,358	2,358	.....	668	.....
17 Sarnia	1,948	1,948	1,948	.....	.....	.....
18 Sault Ste. Marie	2,091	2,147	2,147	.....	.....	.....
19 Stratford	2,542	2,565	2,565	.....	.....	.....
20 Toronto	63,813	64,560	66,410	1,379	639	610
21 Welland	997	1,580	1,580	.....	.....	.....
22 Windsor	3,417	3,417	3,417	.....	.....	.....
23 Woodstock	303	1,096	1,475	.....	.....	.....
Totals	138,021	143,157	147,510	2,146	2,082	833
Towns						
1 Alexandria	75	75	75	.....	.....	.....
2 Alliston	264	264	264	.....	.....	.....
3 Almonte	263	363	363	.....	.....	.....
4 Amherstburg	272	272	272	.....	.....	.....
5 Arnprior	551	551	551	.....	.....	.....
6 Aurora	473	473	473	.....	.....	.....
7 Aylmer	504	504	504	.....	.....	.....
8 Bala	49	49	69	.....	1	.....
9 Barrie	752	1,361	1,361	.....	.....	.....
10 Blenheim	174	174	336	.....	.....	.....
11 Blind River	191	191	191	.....	.....	.....
12 Bonfield	23	23	23	.....	1	1
13 Bothwell	119	119	119	.....	.....	.....
14 Bowmanville	634	634	634	.....	.....	.....
15 Bracebridge	241	542	542	.....	.....	.....
16 Brampton	536	536	741	.....	.....	.....
17 Bridgeburg	362	362	98	.....	.....	.....
18 Brockville	1,438	1,438	1,438	.....	.....	.....
19 Bruce Mines	106	193	106	.....	.....	.....
20 Burlington	285	285	282	.....	.....	.....
21 Cache Bay	139	139	150	11	11	11
22 Campbellford	587	587	587	122	.....	.....
23 Carleton Place	535	535	810	.....	.....	.....
24 Chariton	104	104	104	.....	.....	.....
25 Chesley	369	369	369	.....	.....	.....
26 Clinton	371	371	371	.....	.....	.....
27 Cobalt	852	852	852	.....	.....	.....
28 Cobourg	462	578	578	.....	.....	.....
29 Cochrane	317	317	317	4	4	4
30 Collingwood	1,117	1,220	1,220	.....	.....	.....
31 Copper Cliff	61	466	672	.....	.....	.....
32 Cornwall	578	578	578	.....	.....	.....

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	.....	.....	.....	.....	.....	.....	.....	.....	20	1,224	140
2	.....	.....	.....	.....	.....	.....	.....	.....	180	781	436
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,958	747
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	242	267
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	176	175
6	.....	.....	.....	.....	.....	.....	.....	131	72	449	482
7	74	.....	.....	.....	.....	.....	.....	223	.....	1,602	1,944
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,047	479
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	118	129
10	.....	.....	.....	.....	.....	.....	.....	.....	176	1,214	1,344
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	224	421	.....	2,992	3,014
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	172	171
14	.....	.....	.....	.....	.....	.....	.....	.....	75	145	215
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	240	292
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,222	236
19	.....	.....	.....	.....	.....	.....	.....	.....	1,067	592	522
20	388	.....	.....	.....	.....	.....	50	635	742	60,253	40,158
21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	444	497
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	176	137
	462	.....	.....	.....	.....	.....	274	1,410	2,332	77,047	51,385
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	185	.....
8	.....	.....	.....	.....	.....	.....	.....	1	.....	27	27
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	1	1	.....	.....	.....	.....	.....	.....	22	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	282	316
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	5	.....	.....	.....	.....	.....	11	.....	.....	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	.....	.....	.....	.....	.....	.....	.....	.....	.....	852	47
28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	317	.....
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	468	292
31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	446	233

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Kinder-garten	Kinder-garten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
33 Deseronto	.....	.....	149	80	80	85	80
34 Dresden	.....	.....	105	57	44	41	37
35 Dryden	.....	.....	56	47	54	54	48
36 Dundas	.....	126	111	107	107	221	162
37 Dunnville	.....	.....	133	95	96	95	122
38 Durham	.....	.....	95	53	54	46	74
39 Eastview	.....	.....	139	53	80	44	36
40 Englehart	.....	.....	85	34	31	28	31
41 Essex	.....	.....	84	45	44	65	50
42 Ford	.....	.....	73	16	53	16	29
43 Forest	.....	.....	55	55	41	46	66
44 Fort Frances	.....	.....	83	42	57	75	61
45 Frood Mine	.....	.....	6	2	1	2	1
46 Gananoque	.....	.....	248	97	160	184	143
47 Goderich	23	.....	137	67	118	144	176
48 Gore Bay	.....	.....	29	21	34	38	30
49 Gravenhurst	.....	.....	120	51	94	53	68
50 Haileybury	.....	.....	144	88	130	131	61
51 Hanover	.....	.....	97	54	176	113	64
52 Harriston	.....	.....	59	47	58	71	50
53 Hawkesbury	.....	.....	57	30	18	46	60
54 Hespeler	.....	61	94	81	139	123	76
55 Huntsville	.....	.....	174	92	88	97	80
56 Ingersoll	100	.....	122	136	131	243	187
57 Iroquois Falls	.....	.....	91	52	59	42	19
58 Kearney	.....	.....	42	14	22	25	21
59 Keewatin	.....	.....	58	43	54	91	58
60 Kenora	.....	.....	250	135	215	227	169
61 Kincardine	.....	.....	38	37	56	58	78
62 Kingsville	.....	.....	111	53	73	87	55
63 Latchford	.....	.....	18	6	20	7	10
64 Leamington	.....	.....	161	76	123	102	116
65 Lindsay	.....	.....	281	141	251	239	218
66 Listowel	.....	47	25	53	43	107	108
67 Little Current	.....	.....	106	34	57	35	55
68 Massey	.....	.....	41	5	26	12	18
69 Matheson	.....	.....	52	23	17	22	13
70 Mattawa	.....	.....	9	9	12	8	8
71 Meaford	.....	.....	100	81	111	100	130
72 Midland	.....	.....	422	295	348	245	204
73 Milton	.....	.....	122	99	66	87	74
74 Mimico	.....	.....	119	58	121	99	115
75 Mitchell	.....	.....	33	32	36	75	85
76 Mount Forest	.....	.....	67	41	39	68	35
77 Napanee	.....	.....	152	74	134	91	106
78 New Liskeard	.....	.....	144	95	104	64	78
79 Newmarket	.....	.....	200	75	126	135	107
80 Niagara	.....	.....	54	33	50	39	42
81 North Bay	52	.....	282	137	255	261	285
82 Oakville	.....	.....	122	91	64	136	130
83 Orangeville	.....	.....	79	52	63	83	89
84 Orillia	.....	.....	318	240	346	315	315
85 Oshawa	.....	.....	480	342	409	256	263
86 Owen Sound	256	.....	389	354	536	472	500
87 Palmerston	.....	.....	117	60	79	47	28
88 Paris	.....	.....	122	75	105	189	137
89 Parkhill	.....	.....	30	17	26	24	46
90 Parry Sound	.....	.....	337	200	213	262	140
91 Pembroke	61	.....	199	126	153	223	138
92*Penetanguishene	.....	.....	257	105	200	151	122

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
33	.....	474	474	474	474	474	80	165	165
34	.....	284	284	284	284	284	78	78	78
35	.....	259	203	259	203	203	102	102	156
36	.....	834	587	834	708	708	480	331	479
37	.....	541	427	313	427	541	169	115	266
38	.....	322	227	322	322	322	120	174	174
39	.....	352	308	352	213	321	36	201	194
40	.....	209	209	209	209	209	99	59	59
41	.....	288	288	.....	288	288	115	50	115
42	.....	187	187	187	114	114	29	98	98
43	.....	263	208	263	263	263	66	112	120
44	.....	318	318	318	318	318	61	136	193
45	.....	12	4	12	4	4	1	4	4
46	.....	832	584	637	832	832	143	255	423
47	.....	642	593	642	593	642	225	425	425
48	.....	152	123	152	152	152	30	68	102
49	.....	386	362	274	386	386	83	87	238
50	.....	554	410	554	410	554	61	322	322
51	.....	504	504	504	504	504	64	367	367
52	.....	285	226	285	285	285	121	50	121
53	.....	211	211	211	211	211	60	106	106
54	10	584	584	584	584	584	86	86	152
55	.....	531	461	531	531	461	80	183	180
56	.....	819	819	100	819	819	187	87	377
57	.....	263	172	263	263	263	19	61	61
58	12	58	80	136	136	136	33	58	58
59	.....	246	304	304	304	304	58	149	203
60	.....	996	996	996	996	996	169	611	611
61	.....	267	267	267	267	267	78	32	54
62	13	392	228	392	392	392	155	68	155
63	.....	61	37	61	37	37	17	10	17
64	.....	578	341	578	417	578	218	104	114
65	.....	1,130	849	1,130	1,130	1,130	218	622	619
66	.....	383	258	383	342	342	215	116	108
67	.....	287	181	287	181	287	55	115	181
68	4	106	83	106	106	106	22	8	59
69	.....	127	75	127	75	75	35	13	35
70	2	48	40	48	33	33	9	9	9
71	.....	522	522	522	522	522	130	187	341
72	.....	1,514	1,514	1,514	1,514	1,514	204	174	241
73	.....	448	326	388	448	388	115	115	161
74	34	546	427	546	546	546	149	112	136
75	.....	261	196	261	261	261	160	85	160
76	.....	250	200	250	200	200	35	35	35
77	.....	557	557	557	557	557	106	197	197
78	.....	485	485	485	485	485	78	485	485
79	.....	643	443	643	643	643	107	115	125
80	.....	218	218	218	218	218	81	131	131
81	.....	1,220	938	1,220	1,220	1,220	285	404	645
82	.....	541	431	541	541	541	130	140	207
83	.....	366	287	366	287	287	89	172	172
84	.....	1,534	1,369	1,534	1,534	1,534	315	912	976
85	.....	1,750	1,245	1,750	1,498	1,750	263	277	501
86	.....	2,251	1,898	1,915	2,013	1,898	498	495	666
87	.....	331	331	.....	331	331	75	75	75
88	.....	628	628	628	628	628	137	628	628
89	.....	143	143	143	143	143	46	70	70
90	.....	1,152	815	1,152	1,152	1,152	288	628	660
91	.....	839	839	.....	839	839	138	340	287
92	.....	835	775	782	835	835	183	288	324

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
33 Deseronto	474	474	474	.....	.....	.....
34 Dresden	284	284	284	.....	.....	.....
35 Dryden	259	203	259	.....	.....	.....
36 Dundas	834	834	834	.....	.....	.....
37 Dunnville	541	541	541	.....	.....	.....
38 Durham	322	322	322	.....	.....	.....
39 Eastview	352	352	352	.....	.....	.....
40 Englehart	59	209	209	.....	.....	.....
41 Essex	288	288	288	.....	.....	.....
42 Ford	187	187	187	.....	.....	.....
43 Forest	263	263	263	.....	.....	.....
44 Fort Frances	318	318	318	.....	.....	.....
45 Frood Mine	12	12	12	.....	.....	.....
46 Gananoque	832	832	832	.....	.....	.....
47 Goderich	225	642	642	176	.....	.....
48 Gore Bay	152	152	152	.....	.....	.....
49 Gravenhurst	386	386	386	.....	.....	.....
50 Haileybury	554	554	554	.....	.....	.....
51 Hanover	504	504	504	.....	.....	.....
52 Harriston	285	235	226	.....	.....	.....
53 Hawkesbury	211	211	211	.....	.....	.....
54 Hespeler	238	584	584	10	10	10
55 Huntsville	271	401	531	.....	.....	.....
56 Ingersoll	819	819	819	87	.....	.....
57 Iroquois Falls	263	263	263	.....	.....	.....
58 Kearney	58	136	136	12	12	12
59 Keewatin	304	304	304	.....	.....	.....
60 Kenora	996	996	996	.....	.....	.....
61 Kincardine	267	267	267	.....	.....	.....
62 Kingsville	392	392	392	9	13	13
63 Latchford	43	43	43	.....	.....	.....
64 Leamington	578	578	578	.....	.....	.....
65 Lindsay	1,130	1,130	1,130	.....	.....	.....
66 Listowel	342	383	383	.....	.....	.....
67 Little Current	287	287	287	.....	.....	.....
68 Massey	96	102	106	4	4	4
69 Matheson	75	75	127	.....	.....	.....
70 Mattawa	28	48	48	2	2	.....
71 Meaford	522	522	522	.....	.....	.....
72 Midland	930	1,514	1,514	.....	.....	.....
73 Milton	448	448	448	.....	.....	.....
74 Mimico	115	512	546	.....	34	34
75 Mitchell	160	261	261	.....	.....	.....
76 Mount Forest	250	250	250	.....	.....	.....
77 Napanee	557	557	557	.....	.....	.....
78 New Liskeard	485	485	485	.....	.....	.....
79 Newmarket	664	664	664	.....	.....	.....
80 Niagara	218	218	218	.....	.....	.....
81 North Bay	1,220	1,220	1,220	140	.....	.....
82 Oakville	541	541	541	.....	.....	.....
83 Orangeville	277	366	366	.....	.....	.....
84 Orillia	1,534	1,534	1,534	.....	.....	.....
85 Oshawa	1,750	1,750	1,750	.....	.....	.....
86 Owen Sound	2,136	2,136	2,251	.....	.....	.....
87 Palmerston	331	331	331	.....	.....	.....
88 Paris	628	628	628	.....	.....	.....
89 Parkhill	143	143	143	46	.....	.....
90 Parry Sound	1,152	1,152	1,152	.....	.....	.....
91 Pembroke	839	839	839	.....	.....	.....
92*Penetanguishene	679	835	835	.....	.....	.....

*Including Protestant Separate School.

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
33											309
34											
35											
36											
37											
38											
39											
40									38		
41									65		
42											
43											
44											
45											
46											
47											
48											
49											
50											
51											
52											
53											
54	10						10	10			
55											
56										207	223
57									61		
58	12	7	6				12				
59											
60											
61											
62		13					13		4		
63											
64											
65										849	
66										44	64
67											
68	2	4					4			46	
69											
70											
71											
72											
73											
74		34	34				34	34			
75										73	87
76											
77											
78										205	
79											
80											
81									374	929	291
82											
83										291	
84											
85											
86										305	329
87											
88											628
89										73	73
90											
91										427	258
92										483	

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Kindergarten	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
93 Perth	.....	.....	93	48	97	69	84
94 Petrolea	.....	.....	156	67	70	162	133
95 Picton	26	28	99	60	94	87	112
96 Port Hope	.....	.....	214	117	112	172	155
97 Powassan	.....	.....	34	32	34	33	39
98 Prescott	.....	.....	61	27	51	71	68
99 Preston	.....	62	122	117	209	171	136
100 Rainy River	.....	.....	127	52	81	51	21
101 Renfrew	51	.....	147	61	118	126	119
102 Ridgetown	.....	.....	101	44	53	99	71
103 Rockland	.....	.....	20	12	15	24	17
104 St. Mary's	.....	.....	154	50	84	154	114
105 Sandwich	.....	.....	50	70	46	54	12
106 Seaforth	32	.....	57	46	62	55	70
107 Simcoe	.....	103	132	116	229	127	129
108 Sioux Lookout	.....	16	35	30	29	34	21
109 Smith's Falls	.....	.....	340	124	201	170	237
110 Southampton	.....	.....	81	29	64	64	78
111 Stayner	.....	.....	38	22	50	35	43
112 Steelton	.....	.....	362	155	199	194	127
113 Strathroy	.....	.....	98	53	103	100	122
114 Sturgeon Falls	.....	.....	44	49	41	36	45
115 Sudbury	.....	.....	267	135	143	110	109
116 Thessalon	.....	46	59	73	106	55	71
117 Thornbury	.....	.....	34	13	33	31	45
118 Thorold	.....	.....	145	67	90	107	52
119 Tilbury	.....	.....	37	25	24	28	38
120 Tillsonburg	41	.....	60	101	163	111	149
121 Timmins	48	.....	94	22	58	43	48
122 Trenton	.....	.....	342	214	141	165	177
123 Trout Creek	.....	.....	33	15	12	19	13
124 Uxbridge	.....	.....	59	24	42	45	33
125 Vankleek Hill	.....	.....	40	19	24	32	45
126 Walkerton	.....	.....	65	40	47	60	54
127 Walkerville	.....	88	227	163	198	158	158
128 Wallaceburg	.....	.....	205	107	115	137	141
129 Waterloo	72	.....	93	90	165	176	121
130 Webbwood	.....	.....	56	15	37	22	27
131 Weston	.....	42	44	101	109	134	131
132 Whitby	.....	.....	105	34	93	89	92
133 Wiarton	.....	.....	73	72	126	97	86
134 Wingham	42	.....	69	63	58	142	88
Totals	1,168	849	16,742	9,858	13,328	13,477	12,272
Totals							
1 Rural Schools	.....	75	52,862	27,721	41,250	41,065	39,186
2 Cities	15,347	1,580	29,497	20,181	32,610	33,473	26,259
3 Towns	1,168	849	16,742	9,858	13,328	13,477	12,272
4 Villages	.....	289	5,947	3,463	4,887	4,981	4,849
5 Grand Totals, 1917	16,515	2,793	105,048	61,223	92,075	92,996	82,566
6 Grand Totals, 1916	17,450	.....	108,452	61,414	92,402	90,209	82,264
7 Increases	.....	2,793	.....	.....	.....	2,787	302
8 Decreases	935	.....	3,404	191	327	.....	.....
9 Percentages	3.60	.61	22.95	13.37	20.12	20.32	18.04

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
93	.....	391	250	391	250	298	84	84	155
94	.....	588	350	473	420	588	168	314	314
95	.....	452	452	452	452	452	112	75	37
96	.....	770	556	770	770	556	327	245	327
97	.....	172	138	172	172	172	39	72	72
98	.....	278	217	278	278	278	68	139	70
99	.....	817	755	817	817	633	136	307	307
100	22	354	227	354	354	354	43	55	73
101	.....	571	424	571	571	571	119	169	226
102	.....	368	368	368	368	368	71	88	153
103	.....	88	88	88	88	88	11	56	25
104	.....	556	442	392	556	442	114	114	392
105	.....	232	232	232	232	232	18	68	68
106	.....	187	233	.....	233	233	125	125	125
107	.....	836	733	836	733	733	129	420	529
108	.....	165	131	165	131	114	21	46	33
109	.....	1,072	608	1,072	608	608	407	152	255
110	.....	316	316	316	316	316	78	177	157
111	.....	188	128	138	128	150	43	96	91
112	.....	1,037	520	.....	520	520	127	127	127
113	.....	476	325	476	325	476	222	222	222
114	.....	215	152	215	171	171	45	81	122
115	.....	764	764	764	764	764	109	219	219
116	.....	410	305	410	410	410	71	45	26
117	.....	156	122	156	122	122	61	45	76
118	.....	461	388	461	461	461	83	132	132
119	.....	152	115	152	115	115	90	90	90
120	.....	625	625	625	625	625	149	159	218
121	5	318	270	318	270	270	53	144	202
122	.....	1,039	910	1,039	1,039	1,039	217	233	514
123	5	97	74	60	74	74	18	32	97
124	.....	203	203	203	203	203	33	120	120
125	.....	160	160	79	160	160	61	77	77
126	.....	266	266	266	221	221	54	85	153
127	.....	963	514	992	677	677	158	137	316
128	.....	705	500	705	705	705	141	338	393
129	.....	645	645	645	645	645	297	99	205
130	.....	157	157	157	157	157	27	146	141
131	.....	561	475	561	561	475	265	265	134
132	.....	413	308	413	274	299	92	181	181
133	.....	454	381	399	381	309	86	55	86
134	.....	420	420	420	420	420	230	188	188
	124	66,246	56,261	59,753	61,319	61,522	16,249	24,358	29,829
1	2,609	197,008	159,047	156,212	177,129	176,710	52,593	71,359	84,820
2	1,414	144,109	106,865	142,340	139,681	140,880	36,925	49,728	63,159
3	124	66,246	56,261	59,753	61,319	61,522	16,249	24,358	29,829
4	253	24,384	20,843	20,568	21,418	21,933	7,796	9,643	12,074
5	4,400	431,747	343,016	378,873	399,547	401,045	113,563	155,079	189,882
6	4,969	428,334	368,756	374,437	395,635	395,484	117,296	160,579	194,071
7	.....	3,413	.....	4,436	3,912	5,561	.....	.....	.....
8	569	.....	25,740	.....	.....	.....	3,733	5,500	4,189
9	.96	94.34	74.95	82.79	87.31	87.63	24.81	33.88	41.49

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
93 Perth	153	391	391	.....	.....	.....
94 Petrolea	314	588	588	.....	.....	.....
95 Picton	452	452	452	.....	.....	.....
96 Port Hope	327	770	770	.....	.....	.....
97 Powassan	172	172	172	.....	.....	.....
98 Prescott	278	278	278	.....	.....	.....
99 Preston	755	817	817	.....	.....	.....
100 Rainy River	354	354	354	.....	22	22
101 Renfrew	571	571	571	.....	.....	.....
102 Ridgetown	368	368	368	.....	.....	.....
103 Rockland	88	88	88	.....	.....	.....
104 St. Mary's	392	392	556	.....	.....	.....
105 Sandwich	232	232	232	.....	.....	.....
106 Seaforth	125	233	290	.....	.....	.....
107 Simcoe	733	836	836	.....	.....	.....
108 Sioux Lookout	131	131	165	.....	.....	.....
109 Smith's Falls	608	1,072	1,072	.....	.....	.....
110 Southampton	316	316	316	.....	.....	.....
111 Stayner	128	188	188	.....	.....	.....
112 Steelton	1,037	1,037	1,037	.....	.....	.....
113 Strathroy	476	476	476	122	.....	.....
114 Sturgeon Falls	152	152	171	27	.....	.....
115 Sudbury	764	764	764	.....	.....	.....
116 Thessalon	232	410	410	.....	.....	.....
117 Thornbury	156	156	156	.....	.....	.....
118 Thorold	346	322	461	.....	.....	.....
119 Tilbury	115	115	152	.....	.....	.....
120 Tillsonburg	625	625	625	.....	.....	.....
121 Timmins	202	270	318	.....	5	5
122 Trenton	1,039	1,039	1,039	.....	.....	.....
123 Trout Creek	97	97	97	5	5	1
124 Uxbridge	203	203	203	.....	.....	.....
125 Vankleek Hill	160	160	160	.....	.....	.....
126 Walkerton	171	192	266	.....	.....	.....
127 Walkerville	514	992	992	.....	.....	.....
128 Wallaceburg	705	705	705	.....	.....	.....
129 Waterloo	552	645	717	.....	.....	.....
130 Webbwood	157	157	157	.....	.....	.....
131 Weston	413	561	561	.....	.....	.....
132 Whitby	299	274	413	.....	.....	.....
133 Wiarton	183	381	454	.....	.....	.....
134 Wingham	230	420	420	.....	.....	.....
Totals	57,237	64,444	66,207	777	124	117
Totals						
1 Rural Schools	160,990	183,871	192,811	2,213	2,175	1,913
2 Cities	138,021	143,157	147,510	2,146	2,082	833
3 Towns	57,237	64,444	66,207	777	124	117
4 Villages	19,259	23,176	23,554	257	283	228
5 Grand Totals, 1917	375,507	414,648	430,082	5,393	4,664	3,091
6 Grand Totals, 1916	370,271	409,964	420,700	5,923	4,448	3,684
7 Increases	5,236	4,684	9,382	.....	216	.....
8 Decreases	.....	.....	.....	530	.....	593
9 Percentages	82.05	90.61	93.98	1.17	1.01	.67

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	German (beyond 4th Book)	German (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
93											
94											
95											
96									199	452	
97											
98											
99										139	139
100	13	13	13				22				
101											
102									98		
103											
104										88	
105											
106											
107											
108											
109											
110										180	227
111											
112											
113											
114											
115											
116											
117											
118											
119										287	
120											
121											
122								5	43	318	265
123	1									333	
124							5	5			
125											
126											
127											
128										153	163
129											
130										34	58
131											
132											
133											
134											
	43	72	54				111	55	922	8,515	4,029
1	817	664	286	3,324	8	13	1,196	457	30,151	16,846	2,626
2	462						274	1,410	2,332	77,047	51,385
3	43	72	54				111	55	922	8,515	4,029
4	124	138	68	285			183	98	1,744	1,653	102
5	1,446	874	408	3,609	8	13	1,764	2,020	35,149	104,061	58,142
6	2,045	926	356	4,072	18	47	1,788	2,180	27,539	95,135	45,840
7			52						7,610	8,926	12,302
8	599	52		463	10	34	24	160			
9	.31	.19	.08	.78			.38	.44	7.68	22.73	12.70

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III. TABLE C—TEACHERS, SALARIES,

Rural Schools	Teachers			Salaries			
	Number of Teachers	Male	Female	Highest salary, male	Highest salary, female	Average salary of male teachers	Average salary of female teachers
				$	$	$	$
1 Brant	89	7	82	1,450	950	832	626
2 Bruce	175	24	151	1,000	750	623	591
3 Carleton	152	10	142	1,200	850	767	604
4 Dufferin	93	9	84	675	675	626	600
5 Dundas	82	12	70	900	725	719	610
6 Elgin	118	10	108	1,000	750	722	612
7 Essex	127	20	107	1,025	800	716	616
8 Frontenac	144	12	132	600	700	474	485
9 Glengarry	79	5	74	675	660	570	565
10 Grey	228	26	202	800	750	641	582
11 Haldimand	77	5	72	875	700	688	598
12 Haliburton	61	4	57	900	600	706	414
13 Halton	61	2	59	750	800	725	626
14 Hastings	190	25	165	900	750	666	570
15 Huron	199	30	169	900	900	654	596
16 Kent	142	10	132	800	800	685	638
17 Lambton	176	16	160	1,000	750	674	612
18 Lanark	127	5	122	625	700	553	507
19 Leeds and Grenville	232	14	218	800	700	577	541
20 Lennox and Addington	118	7	111	600	700	532	497
21 Lincoln	77	8	69	950	750	787	614
22 Middlesex	200	21	179	825	800	659	608
23 Norfolk	104	9	95	800	750	658	595
24 Northumberland and Durham	211	28	183	900	800	661	601
25 Ontario	130	14	116	900	700	684	597
26 Oxford	130	17	113	900	800	766	628
27 Peel	82	6	76	750	775	662	616
28 Perth	121	10	111	800	800	735	613
29 Peterborough	105	8	97	600	900	550	564
30 Prescott and Russell	98	7	91	950	800	647	528
31 Prince Edward	77	8	69	700	800	609	583
32 Renfrew	164	7	157	750	800	607	532
33 Simcoe	227	26	201	1,000	750	670	599
34 Stormont	82	6	76	725	675	654	578
35 Victoria	114	13	101	900	725	673	582
36 Waterloo	99	26	73	900	800	713	621
37 Welland	102	12	90	1,800	825	917	609
38 Wellington	151	15	136	1,250	700	747	606
39 Wentworth	118	16	102	1,200	800	811	627
40 York	284	37	247	1,600	1,100	846	641
41 Algoma	79	4	75	750	825	687	548
42 Kenora	19	3	16	750	700	667	548
43 Manitoulin	48	7	41	700	650	604	489
44 Muskoka	109	7	102	650	800	486	437
45 Nipissing	55	3	52	800	800	608	470
46 Parry Sound	129	15	114	1,000	800	600	487
47 Rainy River	46	11	35	900	750	639	580
48 Sudbury	63	9	54	1,100	900	856	568
49 Timiskaming	76	14	62	1,100	1,050	759	647
50 Thunder Bay, etc	65	16	49	1,400	1,000	647	629
1 Totals, Rural Schools	6,035	636	5,399	1,800	1,100	686	580
2 " Cities	3,367	362	3,005	2,500	2,200	1,637	795
3 " Towns	1,354	140	1,214	2,025	1,300	1,174	628
4 " Villages	518	81	437	1,800	800	908	573
5 Grand Totals, 1917	*11274	1,219	10,055	2,500	2,200	1,038	650
6 Grand Totals, 1916	10,640	1,294	9,346	2,400	2,200	957	626
7 Increases	.....	.....	.....	100	.....	81	24
8 Decreases	.....	.....	.....	.....	.....	.....	.....
9 Percentages	.....	10.81	89.18	.....	.....	.....	.....

*Kindergarten, Household Science and Manual Training teachers included for 1917

SCHOOLS—Continued
CERTIFICATES, EXPERIENCE, ETC.

Salaries—Continued

	Average salary, male teachers with I Class certificates	Average salary, female teachers with I Class certificates	Average salary, male teachers with II Class certificates	Average salary, female teachers with II Class certificates	Average salary, male teachers with III or District certificates	Average salary, female teachers with III or District certificates	Average salary Kindergarten Primary teachers
	$	$	$	$	$	$	$
1	.....	682	862	621	650	550	625
2	.....	602	648	611	492	504	.....
3	.....	700	816	618	575	523	.....
4	637	625	629	610	585	557	.....
5	.....	617	719	610	.....	.....	.....
6	.....	700	722	613	.....	533	500
7	800	658	745	629	619	540	.....
8	.....	581	.....	608	482	444	.....
9	.....	550	612	597	550	503	.....
10	681	647	648	600	475	528	.....
11	600	637	710	603	.....	529	.....
12	700	.....	825	525	475	446	.....
13	.....	627	725	628	.....	550	.....
14	656	631	735	625	568	510	.....
15	667	640	653	599	.....	535	.....
16	750	642	694	638	550	615	.....
17	800	621	677	617	617	534	.....
18	.....	605	581	584	587	450	.....
19	550	620	643	579	504	491	.....
20	.....	608	550	571	542	459	.....
21	758	645	805	619	.....	559	.....
22	.....	627	659	607	.....	.....	.....
23	.....	606	666	606	600	525	.....
24	787	635	677	621	546	533	.....
25	.....	617	688	606	625	516	.....
26	625	691	775	622	.....	650	.....
27	750	608	645	619	.....	450	.....
28	750	685	733	614	.....	500	.....
29	.....	608	600	600	533	521	.....
30	750	700	717	579	540	503	.....
31	.....	675	630	612	575	519	.....
32	600	683	683	597	533	489	.....
33	600	612	680	614	625	540	.....
34	.....	600	654	584	.....	490	.....
35	700	583	677	614	600	491	.....
36	717	675	712	626	.....	541	.....
37	600	625	945	606	.....	571	.....
38	1,250	630	723	610	.....	559	.....
39	1,017	679	763	623	.....	.....	.....
40	950	632	830	646	.....	522	.....
41	750	.....	667	655	.....	514	.....
42	.....	.....	625	700	750	550	.....
43	.....	.....	640	608	575	481	.....
44	.....	600	650	556	517	438	.....
45	.....	.....	737	606	.....	483	.....
46	.....	750	783	578	489	463	.....
47	.....	.....	733	641	610	595	.....
48	700	825	886	682	800	522	.....
49	883	842	765	712	.....	570	.....
50	.....	700	655	714	669	608	.....
1	762	641	715	614	563	502	562
2	1,777	834	1,447	805	.....	792	690
3	1,357	654	1,138	628	650	581	632
4	950	613	886	576	400	522	.....
5	1,548	728	916	673	562	507	674
6	1,434	681	874	654	541	483	.....
7	114	47	42	19	21	24	.....
8	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....

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III. TABLE C—TEACHERS, SALARIES,

Rural Schools—Continued	Salaries—Continued				
	Average salary Kindergarten teachers	Average salary Manual Training teachers	Average salary Household Science teachers	Average salary, male teachers with Temporary certificates	Average salary, female teachers with Temporary certificates
	$	$	$	$	$
1 Brant					
2 Bruce				525	487
3 Carleton					459
4 Dufferin					
5 Dundas					
6 Elgin					
7 Essex					
8 Frontenac				450	384
9 Glengarry				525	514
10 Grey				500	505
11 Haldimand					
12 Haliburton					370
13 Halton					
14 Hastings				500	472
15 Huron					450
16 Kent					
17 Lambton					550
18 Lanark				425	395
19 Leeds and Grenville					481
20 Lennox and Addington				517	433
21 Lincoln					
22 Middlesex					
23 Norfolk					
24 Northumberland & Durham				400	492
25 Ontario					500
26 Oxford					
27 Peel					
28 Perth					
29 Peterborough					433
30 Prescott and Russell				550	445
31 Prince Edward					
32 Renfrew					428
33 Simcoe					567
34 Stormont					
35 Victoria					450
36 Waterloo					450
37 Welland					
38 Wellington				550	
39 Wentworth					
40 York					
41 Algoma					455
42 Kenora					515
43 Manitoulin				450	408
44 Muskoka				400	385
45 Nipissing				350	396
46 Parry Sound				437	439
47 Rainy River				600	534
48 Sudbury					455
49 Timiskaming				617	522
50 Thunder Bay, etc				525	533
1 Totals, Rural Schools				505	435
2 " Cities	684	1,505	859		
3 " Towns	555	1,350	662		567
4 " Villages					412
5 Grand Totals, 1917	676	1,500	848	505	436
6 Grand Totals, 1916				464	409
7 Increases				41	27
8 Decreases					
9 Percentages					

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Continued

	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	Certificates								
					1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Kindergarten Primary	Kindergarten	Manual Training	Household Science	Temporary
1	15	80	7	.....	7	79	2	.....	1	....	....	....	.....
2	25	148	9	.....	9	135	22	4	.....	....	....	....	5
3	18	134	2	.....	2	129	15	.....	.....	....	....	....	6
4	12	75	5	.....	5	70	18	.....	.....	....	....	....	.....
5	18	79	3	.....	3	79	.....	.....	.....	....	....	....	.....
6	16	114	2	.....	2	112	3	.....	1	....	....	....	.....
7	19	101	7	.....	7	98	21	1	.....	....	....	....	.....
8	78	46	4	2	4	41	35	30	.....	....	....	....	34
9	20	51	.....	.....	1	49	20	1	.....	....	....	....	8
10	45	177	15	.....	12	159	51	.....	.....	....	....	....	6
11	12	65	7	.....	7	63	7	.....	.....	....	....	....	.....
12	21	7	1	1	1	6	10	16	.....	....	....	....	28
13	14	54	6	.....	6	53	2	.....	.....	....	....	....	.....
14	75	105	12	3	12	94	65	8	.....	....	....	....	11
15	37	180	14	.....	15	169	14	.....	.....	....	....	....	1
16	6	126	13	.....	13	126	3	.....	.....	....	....	....	.....
17	18	160	13	.....	14	150	11	.....	.....	....	....	....	1
18	50	58	3	.....	3	59	34	10	.....	....	....	....	21
19	92	125	11	1	12	115	95	1	.....	....	....	....	9
20	49	42	6	1	6	37	26	20	.....	....	....	....	29
21	17	66	9	.....	8	61	8	.....	.....	....	....	....	.....
22	20	194	6	1	6	194	.....	.....	.....	....	....	....	.....
23	32	88	11	.....	10	80	14	.....	.....	....	....	....	.....
24	39	157	14	.....	15	151	34	1	.....	....	....	....	10
25	10	113	6	.....	6	111	12	.....	.....	....	....	....	1
26	13	118	10	.....	10	119	1	.....	.....	....	....	....	.....
27	.....	75	7	2	7	74	1	.....	.....	....	....	....	.....
28	9	116	4	.....	3	116	2	.....	.....	....	....	....	.....
29	31	73	3	1	3	64	22	5	.....	....	....	....	11
30	43	44	5	.....	5	42	23	1	.....	....	....	....	27
31	19	58	4	.....	4	46	27	.....	.....	....	....	....	.....
32	76	79	4	1	4	70	55	17	.....	....	....	....	18
33	56	167	15	1	16	165	43	.....	.....	....	....	....	3
34	21	74	3	.....	2	75	5	.....	.....	....	....	....	.....
35	18	93	4	.....	4	84	19	5	.....	....	....	....	2
36	18	92	6	.....	6	88	4	.....	.....	....	....	....	1
37	22	91	5	.....	8	90	4	.....	.....	....	....	....	.....
38	16	128	15	.....	15	118	17	.....	.....	....	....	....	1
39	16	108	11	1	11	107	.....	.....	.....	....	....	....	.....
40	63	251	28	1	28	249	7	.....	.....	....	....	....	.....
41	41	27	1	.....	1	25	32	11	.....	....	....	....	10
42	11	4	.....	.....	.....	3	9	2	.....	....	....	....	5
43	29	12	.....	.....	.....	11	17	13	.....	....	....	....	7
44	57	13	2	.....	1	11	42	25	.....	....	....	....	30
45	31	12	.....	.....	.....	10	23	2	.....	....	....	....	20
46	74	33	2	.....	2	28	52	26	.....	....	....	....	21
47	21	11	1	.....	.....	10	7	10	.....	....	....	....	19
48	23	27	3	.....	3	25	13	7	.....	....	....	....	15
49	21	33	9	.....	9	33	12	11	.....	....	....	....	11
50	43	17	1	.....	1	16	36	7	.....	....	....	....	5
1	1,530	4,301	329	16	329	4,099	995	234	2	....	....	....	376
2	1,581	2,576	508	98	549	2,400	10	.....	50	290	32	36	.....
3	525	1,192	118	13	125	1,160	27	2	14	20	1	2	3
4	171	440	51	3	49	444	19	2	.....	....	....	....	4
5	3,807	8,509	1,006	130	1,052	8,103	1,051	238	66	310	33	38	383
6	3,955	8,121	998	146	1,035	7,893	1,092	280	.....	....	....	....	340
7	.....	388	8	.....	17	210	.....	.....	.....	....	....	....	43
8	148	.....	.....	16	.....	.....	41	42	.....	....	....	....	.....
9	33.76	75.47	8.92	1.15	9.33	71.87	9.32	2.11	.58	2.75	.29	.33	3.39

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III. TABLE C—TEACHERS, SALARIES,

Experience

	Average experience in years of male teachers	Average experience in years of female teachers	Average experience in years of all teachers	Average experience, male teachers with I Class certificates	Average experience, female teachers with I Class certificates	Average experience, male teachers with II Class certificates	Average experience, female teachers with II Class certificates
1 Rural Schools	10.95	4.14	4.85	6.88	3.31	12.69	4.54
2 Cities	18.58	12.72	13.35	17.80	8.12	20.98	13.52
3 Towns	19.54	10,56	11.49	21.39	7.09	19.26	10.80
4 Villages	18.89	8.60	10.24	5.21	2.94	20.19	9.06
Average experience in years, 1917	14.73	7.67	8.44	15.79	5.96	15.76	8.45

Experience—Continued

	Number of teachers who at end of year had taught less than a year	One year, but less than two years	2 years, but less than 3 years	3 years, but less than 4	4 years, but less than 5	5 years, but less than 6	6 years, but less than 7	7 years, but less than 8
1 Totals, Rural Sch's	1,248	1,125	768	612	386	454	236	197
2 " Cities	79	112	171	208	174	174	170	155
3 " Towns	56	80	99	96	109	91	75	58
4 " Villages	33	42	54	44	46	35	21	17
5 Grand Totals, 1917	1,416	1,359	1,092	960	715	754	502	427
6 Grand Totals, 1916	1,510	1,256	1,127	873	735	574	454	467
7 Increases	.....	103	.....	87	.....	180	48	.....
8 Decreases	94	.....	35	.....	20	.....	.....	40
9 Percentages	12.55	12.05	9.68	8.51	6.34	6.68	4.45	3.78

	18 years, but less than 19	19 years, but less than 20	20 years, but less than 21	21 years, but less than 22	22 years, but less than 23	23 years, but less than 24	24 years, but less than 25	25 years, but less than 26	26 years, but less than 27
1 Rural Schools	34	24	31	25	20	23	21	14	16
2 Cities	64	76	67	52	34	50	62	50	45
3 Towns	22	21	29	18	16	21	17	11	17
4 Villages	8	8	10	9	7	6	3	5	3
5 Grand Totals, 1917	128	129	137	104	77	100	103	80	81
6 Grand Totals, 1916	130	112	132	77	88	94	72	88	66
7 Increases	.....	17	5	27	.....	6	31	.....	15
8 Decreases	2	.....	.....	.....	11	.....	.....	8	.....
9 Percentages	1.13	1.14	1.21	.92	.68	.88	.91	.70	.71

SCHOOLS—Continued

CERTIFICATES, EXPERIENCE, ETC.—Concluded

Experience—Continued

Average experience, male teachers with III Class or District certificates	Average experience, female teachers with III Class or District certificates	Average experience, Kindergarten–Primary teachers	Average experience, Kindergarten certificates	Average experience, Manual Training certificates	Average experience, Household Science teachers	Average experience, male teachers with Temporary certificates	Average experience, female teachers with Temporary certificates
7.67	3.89	.50	.....	.....	.....	1.47	1.41
.....	37.25	8.92	12.02	13.85	10.56	.....	.....
23.50	18.72	7.71	9.02	13.00	8.25	.....	1.33
17.50	12.48	.....	.....	.....	.....	.....	5.68
7.94	4.66	8.41	11.83	13.83	10.44	1.47	1.46

Experience—Continued

8 years, but less than 9	9 years, but less than 10	10 years, but less than 11	11 years, but less than 12	12 years, but less than 13	13 years, but less than 14	14 years, but less than 15	15 years, but less than 16	16 years, but less than 17	17 years, but less than 18
145	91	85	66	71	46	32	38	47	36
192	148	129	115	98	102	78	107	83	82
65	55	49	38	31	27	28	27	23	26
19	19	21	7	10	11	11	8	7	5
421	313	284	226	210	186	149	180	160	149
392	286	237	203	191	166	156	178	151	130
29	27	47	23	19	20	.....	2	9	19
.....	.....	.....	.....	.....	.....	7	.....	.....	.....
3.73	2.77	2.51	2.00	1.86	1.64	1.32	1.59	1.41	1.32

27 years, but less than 28	28 years, but less than 29	29 years, but less than 30	30 years, but less than 31	31 years, but less than 32	32 years, but less than 33	33 years, but less than 34	34 years, but less than 35	35 years, but less than 36	36 years, but less than 37	37 years, but less than 38	38 years, but less than 39	39 years, but less than 40	40 years or over
15	13	15	12	2	8	12	7	5	10	10	11	1	23
52	32	45	63	49	50	32	27	27	20	14	17	17	45
17	13	15	18	2	11	9	10	11	7	5	3	5	23
6	2	5	6	2	2	4	2	4	1	8	2	1	4
90	60	80	99	55	71	57	46	47	38	37	33	24	95
52	71	76	66	72	54	44	42	37	29	29	23	21	79
38	....	4	33	.....	17	13	4	10	9	8	10	3	16
.....	11	.....	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
.79	.53	.70	.87	.48	.62	.50	.40	.41	.33	.32	.29	.21	.84

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspectors	By Trustees	By Clergymen	By other persons	Total
1 Brant	62	50	2	1	9	.....	175	43	22	220	460
2 Bruce	168	120	15	1	30	.....	346	102	52	103	603
3 Carleton	122	37	17	7	57	4	249	66	19	92	426
4 Dufferin	92	64	4	2	22	.....	182	74	26	67	349
5 Dundas	75	8	8	2	57	.....	176	57	32	177	442
6 Elgin	105	83	.....	2	20	.....	281	82	8	97	468
7 Essex	112	43	3	7	59	.....	251	84	39	93	467
8 Frontenac	143	13	20	....	105	5	339	106	63	56	564
9 Glengarry	75	4	.....	3	67	1	189	35	31	44	299
10 Grey	222	126	52	2	42	.....	431	93	80	202	806
11 Haldimand	74	66	.....	....	8	.....	163	55	8	65	291
12 Haliburton	59	2	2	1	50	4	114	37	31	61	243
13 Halton	58	31	13	6	8	.....	130	44	15	74	263
14 Hastings	177	59	14	5	99	.....	424	141	70	812	1,447
15 Huron	184	120	8	4	52	.....	399	202	57	449	1,107
16 Kent	131	96	.....	1	34	.....	304	123	60	140	627
17 Lambton	168	93	1	3	71	.....	325	114	49	245	733
18 Lanark	122	21	12	....	84	5	257	127	22	610	1,016
19 Leeds & Grenville	220	61	73	1	82	3	494	74	20	195	783
20 Lennox and Addington	112	21	7	4	79	1	222	76	26	76	400
21 Lincoln	64	34	7	....	23	.....	138	123	36	285	582
22 Middlesex	184	142	.....	1	41	.....	386	121	48	237	792
23 Norfolk	98	68	9	7	14	.....	225	73	25	157	480
24 Northumberland & Durham	202	139	11	3	49	.....	437	189	74	485	1,185
25 Ontario	117	81	1	....	35	.....	261	75	28	88	452
26 Oxford	107	91	4	1	11	.....	293	105	39	192	629
27 Peel	74	54	6	3	11	.....	177	95	26	58	356
28 Perth	112	92	5	....	15	.....	315	164	90	292	861
29 Peterborough	98	48	3	3	39	.....	232	86	51	188	557
30 Prescott and Russell	86	10	.....	1	67	8	175	52	28	109	364

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspectors	By other persons	Total						
1	825	76	25	11	3	.....	3	16	28	52	17	60	.....
2	2,107	203	73	37	.....	3	3	64	80	142	49	156	14
3	1,544	136	30	22	.....	.....	.....	211	62	86	17	115	1
4	1,014	97	13	18	.....	4	4	67	35	89	30	92	.....
5	1,128	103	.....	4	.....	.....	.....	22	52	45	....	74	.....
6	1,249	127	30	20	.....	2	2	34	59	70	19	102	3
7	1,399	123	9	19	.....	.....	.....	72	52	82	81	99	4
8	1,450	164	25	34	1	.....	1	56	48	112	35	141	2
9	1,013	90	25	11	.....	.....	.....	82	28	23	9	71	3
10	2,754	242	57	27	.....	2	2	99	71	190	62	222	3
11	851	81	15	7	.....	.....	.....	16	43	41	14	74	.....
12	401	58	6	5	.....	3	3	42	27	51	13	54	1
13	741	63	16	4	.....	1	1	35	22	47	15	58	1
14	2,384	203	79	77	.....	2	2	114	64	144	62	174	19
15	2,244	209	60	27	1	2	3	23	109	153	65	183	.....
16	1,680	147	129	2	.....	2	2	41	78	92	49	127	5
17	2,053	173	42	26	2	2	4	64	82	132	77	164	17
18	1,206	129	24	17	30	22	52	156	69	62	21	120	4
19	2,719	235	22	21	.....	.....	.....	66	108	95	29	215	.....
20	1,138	127	10	13	.....	1	1	29	43	73	31	110	.....
21	725	76	19	14	.....	7	7	13	26	38	17	64	1
22	2,480	232	86	48	.....	7	7	168	87	152	90	182	2
23	1,005	108	43	21	1	3	4	16	52	71	21	98	1
24	2,445	242	83	33	.....	5	5	83	110	154	68	191	37
25	1,513	121	21	13	.....	13	13	33	32	88	39	115	1
26	1,485	130	27	23	1	4	5	38	64	56	20	105	2
27	1,028	81	19	14	.....	.....	.....	42	22	51	7	74	.....
28	1,413	133	70	8	29	8	37	4	51	90	27	108	30
29	849	106	16	16	.....	3	3	37	47	68	34	95	4
30	1,063	92	14	12	.....	.....	.....	93	27	39	13	80	.....

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools—Concluded	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspectors	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward	76	37	13	....	26	.....	191	36	9	199	435
32 Renfrew	153	49	1	6	87	10	356	111	58	88	613
33 Simcoe	207	145	2	9	51	.....	455	122	45	80	702
34 Stormont	75	3	.....	2	69	1	192	38	23	68	321
35 Victoria	104	74	4	....	26	.....	283	68	89	121	561
36 Waterloo	82	63	14	....	5	.....	212	170	21	557	960
37 Welland	78	49	5	5	19	.....	197	84	17	229	527
38 Wellington	142	94	37	4	7	.....	319	114	25	179	637
39 Wentworth	79	57	12	1	9	.....	141	82	36	88	347
40 York	164	128	1	2	33	.....	343	194	96	277	910
41 Algoma	77	8	1	3	61	4	162	46	35	114	357
42 Kenora	20	1	.....	....	15	4	35	21	2	25	83
43 Manitoulin	47	2	1	10	31	3	98	19	16	51	184
44 Muskoka	106	25	2	1	69	9	215	76	42	121	454
45 Nipissing	53	5	.....	....	39	9	92	65	62	70	289
46 Parry Sound	117	11	.....	3	90	13	254	84	43	140	521
47 Rainy River	44	1	.....	1	31	11	84	67	10	110	271
48 Sudbury	54	4	.....	....	50	7	112	36	30	43	221
49 Timiskaming	64	4	.....	....	54	6	60	73	26	27	186
50 Thunder Bay, etc.	55	8	.....	....	40	7	114	112	19	113	358
Totals											
1 Rural Schools	5,420	2,645	390	118	2,152	115	12,005	4,436	1,879	8,669	26,989
2 Cities	286	262	18	....	6	.....	6,086	2,046	370	15,984	24,486
3 Towns	237	182	18	4	33	.....	2,238	927	616	3,598	7,379
4 Villages	160	138	9	2	11	.....	921	357	212	370	1,860
5 Grand Totals, 1917	6,103	3,227	435	124	2,202	115	21,250	7,766	3,077	28,621	60,714
6 Grand Totals, 1916	6,091	3,202	444	117	2,208	120	20,724	7,906	2,705	26,578	57,913
7 Increases	12	25	.....	7	.....	.....	526	.....	372	2,043	2,801
8 Decreases	.....	.....	9	....	6	5	.....	140	.....	.....	.....
9 Percentages	.....	52.87	7.12	2.03	36.08	1.88	35.00	12.79	5.06	47.14	.....

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.—Concluded

	Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
	Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspectors	By other persons	Total						
31	932	80	19	.....	.....	.....	.....	8	50	56	56	76	11
32	1,563	186	22	31	.....	2	2	139	51	66	19	153	4
33	2,152	218	51	16	.....	2	2	131	67	167	51	203	38
34	998	83	23	5	.....	.....	.....	87	32	43	10	75	2
35	1,278	110	12	3	.....	.....	.....	28	25	81	13	99	6
36	1,030	99	46	7	.....	4	4	54	51	41	27	82	1
37	819	86	20	12	.....	6	6	64	23	60	22	78	1
38	1,698	149	26	14	.....	10	10	25	73	85	27	142	4
39	788	480	41	19	.....	2	2	101	45	62	22	77	4
40	1,971	195	57	21	3	11	14	85	93	127	48	160	3
41	772	79	19	9	.....	2	2	50	30	74	9	76	9
42	92	16	5	2	.....	4	4	12	3	16	3	20	.....
43	440	45	13	7	1	8	9	42	24	33	8	47	4
44	1,028	125	19	13	.....	2	2	128	46	82	6	105	6
45	337	49	24	5	.....	.....	.....	18	1	26	2	52	.....
46	1,321	124	25	10	.....	11	11	106	94	108	20	117	1
47	244	39	9	6	.....	2	2	58	18	41	6	44	6
48	407	52	11	5	.....	2	2	42	7	29	3	51	2
49	506	63	11	15	.....	1	1	33	17	54	15	61	8
50	317	54	24	17	.....	.....	.....	54	3	48	7	55	.....
1	62,599	6,439	1,565	821	72	165	237	3,101	2,431	3,887	1,405	5,296	265
2	6,066	570	104	117	40	224	264	*7	47	253	149	277	3
3	3,813	390	57	26	10	129	139	62	86	191	57	227	3
4	2,128	262	38	13	10	58	68	46	85	113	27	150	6
5	74,606	7,661	1,764	977	132	576	708	3,216	2,649	4,444	1,638	5,950	277
6	67,401	7,262	1,859	925	256	376	632	3,793	2,585	4,392	1,772	5,906	159
7	7,205	399	.....	52	.....	200	76	.....	64	52	.....	44	118
8	.....	.....	95	.....	124	.....	.....	577	.....	.....	134	.....	.....
9	†12.22	†1.25	28.90	16.01	18.64	81.35	.....	.....	43.40	72.81	26.83	97.49	4.53

*In addition there were set out 544 shrubs and 15,981 plants.
†To each school.

THE PUBLIC

V. TABLE E—FINANCIAL

Rural Schools	Receipts				
	Legislative Grants	Municipal Grants	Assessments levied on requisition of the Trustees	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	6,158 78	23,726 03	42,611 74	51,851 76	124,348 31
2 Bruce	15,442 96	53,100 23	67,907 92	88,445 78	224,896 89
3 Carleton	10,582 36	41,668 96	67,440 47	54,753 43	174,445 22
4 Dufferin	7,024 31	27,600 00	37,474 85	31,968 10	104,067 26
5 Dundas	8,922 81	25,492 17	34,298 65	21,159 81	89,873 44
6 Elgin	8,396 17	36,587 49	54,177 76	74,631 96	173,793 38
7 Essex	8,054 60	36,608 18	62,675 04	86,966 72	194,304 54
8 Frontenac	20,082 27	36,521 35	31,212 01	52,348 69	140,164 32
9 Glengarry	6,283 38	23,232 50	23,802 81	13,828 09	67,146 78
10 Grey	16,658 78	71,389 79	87,279 61	88,277 86	263,606 04
11 Haldimand	5,618 20	23,515 01	29,518 83	65,890 20	124,542 24
12 Haliburton	11,385 27	10,925 21	8,946 56	10,693 02	41,950 06
13 Halton	4,264 62	18,400 26	24,721 83	34,232 87	81,619 58
14 Hastings	26,147 01	50,110 65	65,850 34	94,966 20	237,074 20
15 Huron	13,578 99	62,448 30	80,901 21	94,078 30	251,006 80
16 Kent	10,781 50	42,573 30	77,720 50	111,099 22	242,174 52
17 Lambton	11,255 90	53,807 64	75,826 31	61,547 61	202,437 46
18 Lanark	10,543 77	37,051 91	28,290 29	33,667 37	109,553 34
19 Leeds and Grenville	20,935 40	70,391 95	67,413 05	95,313 82	254,054 22
20 Lennox and Addington	12,108 78	32,895 84	27,876 75	37,852 17	110,733 54
21 Lincoln	5,931 43	23,503 99	40,923 36	48,642 86	119,001 64
22 Middlesex	13,695 62	60,576 14	92,013 21	89,184 42	255,469 39
23 Norfolk	7,458 88	32,770 22	42,664 84	60,735 36	143,629 30
24 Northumberland & Durham	15,207 24	63,938 00	76,773 65	65,543 89	221,462 78
25 Ontario	9,356 39	39,238 30	56,848 08	41,522 16	146,964 93
26 Oxford	9,273 88	38,742 54	67,406 26	84,378 73	199,801 41
27 Peel	5,461 18	24,359 95	36,743 98	42,102 16	108,667 27
28 Perth	8,381 73	36,389 13	59,594 26	50,862 66	155,227 78
29 Peterborough	14,774 68	26,152 39	32,013 22	36,046 00	108,986 29
30 Prescott and Russell	8,520 97	33,657 81	29,518 96	36,839 74	108,537 48
31 Prince Edward	4,898 67	23,465 44	26,111 80	22,625 03	77,100 94
32 Renfrew	20,948 11	45,274 88	42,453 12	64,170 72	172,846 83
33 Simcoe	16,717 52	68,840 83	92,787 40	138,668 51	317,014 26
34 Stormont	8,502 38	24,869 10	26,730 60	26,685 76	86,787 84
35 Victoria	13,997 38	31,542 47	40,369 45	31,475 65	117,384 95
36 Waterloo	7,051 13	29,314 46	52,926 62	71,763 57	161,055 78
37 Welland	6,531 56	34,294 20	55,611 31	58,484 85	154,921 92
38 Wellington	10,315 86	45,252 81	65,207 73	76,966 62	197,743 02
39 Wentworth	9,308 33	29,919 58	75,000 29	85,260 11	199,488 31
40 York	21,887 34	74,582 72	180,970 73	227,563 72	505,004 51
41 Algoma	16,573 12	6,330 00	30,702 57	21,798 82	75,404 51
42 Kenora	2,877 03	573 60	8,029 81	3,774 88	15,255 32
43 Manitoulin	12,229 67	5,350 00	14,228 81	9,470 58	41,279 06
44 Muskoka	23,046 50	15,070 41	20,099 39	24,828 56	83,044 86
45 Nipissing	8,644 46	2,833 23	18,053 91	16,465 03	45,996 63
46 Parry Sound	28,902 22	12,102 22	36,304 61	22,873 92	100,182 97
47 Rainy River	11,816 85	5,923 27	16,774 97	6,459 90	40,974 99
48 Sudbury	11,311 33	3,743 40	35,579 62	20,112 49	70,746 84
49 Timiskaming	15,921 44	5,554 66	53,057 95	103,880 95	178,415 00
50 Thunder Bay, etc	12,766 93	5,340 43	39,072 81	20,776 70	77,956 87
Totals	596,535 69	1,627,552 95	2,460,509 85	2,813,537 33	7,498,135 82

SCHOOLS—Continued

STATEMENT

	Expenditure					Value of school sites, buildings and furniture	Value of equipment
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	56,481 12	3,429 93	1,437 66	24,779 88	86,128 59	310,518 00	12,306 00
2	101,805 36	9,237 19	5,384 95	36,073 57	152,501 07	279,800 00	24,550 00
3	90,251 05	7,076 48	4,369 50	35,594 53	137,291 56	392,847 00	16,559 00
4	53,182 68	3,725 20	1,451 09	14,056 05	72,415 02	124,341 00	22,194 00
5	51,058 57	3,113 18	2,958 99	13,664 42	70,795 16	121,938 00	13,696 00
6	71,004 62	4,576 85	3,201 67	31,133 66	109,916 80	255,551 00	23,918 00
7	76,656 92	35,540 02	3,163 95	33,370 86	148,731 75	298,830 00	20,800 00
8	66,804 39	3,712 55	5,274 86	18,542 72	94,334 52	159,685 00	15,765 00
9	43,299 56	1,738 88	3,229 22	7,101 46	55,369 22	111,110 00	7,918 00
10	132,074 96	16,024 95	2,004 77	39,458 85	189,563 53	400,134 00	29,362 00
11	45,026 63	28,100 71	748 29	10,969 46	84,845 09	167,300 00	12,346 00
12	23,162 46	2,865 75	539 32	4,774 22	31,341 75	47,450 00	4,880 00
13	36,768 80	7,326 59	699 80	12,667 55	57,462 74	134,390 00	8,410 00
14	105,886 28	10,927 32	3,042 51	29,441 56	149,297 67	280,342 00	26,195 00
15	119,418 99	9,583 99	4,472 07	46,747 92	180,222 97	336,110 00	24,973 00
16	89,369 18	26,701 55	3,543 00	28,269 99	147,883 72	416,500 00	23,042 00
17	106,624 60	6,488 95	3,101 13	32,157 12	148,371 80	293,225 00	22,990 00
18	61,590 91	3,371 66	2,771 49	13,475 71	81,209 77	135,295 00	12,660 00
19	121,377 43	17,145 42	4,522 43	30,024 23	173,069 51	335,175 00	31,460 00
20	56,643 74	2,362 74	1,228 39	14,846 55	75,081 42	132,199 00	10,649 00
21	47,403 75	4,619 22	1,510 95	19,641 21	73,175 13	270,835 00	16,058 00
22	120,010 58	10,697 87	4,401 05	41,774 21	176,883 71	420,024 00	26,568 00
23	60,655 58	5,318 20	903 00	15,668 23	82,545 01	219,805 00	12,922 00
24	122,692 00	6,839 49	4,840 56	28,717 73	163,089 98	352,240 00	20,005 00
25	77,132 35	7,416 59	2,433 93	24,307 34	111,290 21	226,308 00	17,626 00
26	81,219 75	5,415 11	2,851 88	35,624 63	125,111 37	333,144 00	18,693 00
27	50,005 44	4,453 13	1,901 87	21,018 83	77,379 27	182,895 00	11,717 00
28	73,640 55	5,072 97	2,067 15	22,370 42	103,150 09	249,900 00	21,455 00
29	56,163 33	6,028 31	2,302 66	12,173 89	76,668 19	128,840 00	6,190 00
30	51,503 28	2,882 53	2,052 97	15,527 16	71,965 94	242,358 00	9,442 00
31	42,846 78	1,934 68	1,384 40	9,249 69	55,415 55	94,800 00	12,780 00
32	82,596 38	7,664 25	4,031 70	21,246 17	115,538 50	199,065 00	19,169 00
33	134,452 64	36,186 26	5,078 59	33,547 10	209,264 59	394,885 00	36,197 00
34	46,699 12	4,778 23	2,052 71	11,251 45	64,781 51	107,339 00	11,864 00
35	65,179 61	1,745 39	3,457 37	20,379 40	90,761 77	188,219 00	13,538 00
36	62,365 03	4,075 16	1,726 21	18,155 78	86,322 18	207,800 00	11,275 00
37	61,967 12	13,037 92	1,302 65	18,621 53	94,929 22	304,375 00	10,045 00
38	92,593,42	6,462 87	1,406 14	28,669 14	129,131 57	293,495 00	24,550 00
39	83,673 90	18,751 41	1,804 40	31,425 50	125,655 21	441,699 00	22,619 00
40	184,250 50	64,631 39	8,779 44	83,054 02	340,715 35	1,393,755 00	31,175 00
41	40,586 56	8,852 88	2,079 45	10,033 83	61,552 72	104,908 00	8,812 00
42	8,665 68	1,061 28	533 52	3,294 06	13,554 54	13,750 00	2,225 00
43	23,274 20	1,427 91	1,756 92	5,383 86	31,842 89	45,790 00	4,386 00
44	44,823 09	2,416 92	922 21	12,773 28	60,935 50	106,715 00	10,206 00
45	23,515 50	10,813 94	534 61	5,751 35	40,615 40	60,242 00	3,748 00
46	58,731 52	5,755 34	2,365 45	13,515 99	80,368 30	128 413 00	14,557 00
47	23,474 07	2,912 46	483 43	7,182 62	34,052 58	57,802 00	4,467 00
48	34,546 75	4,562 69	1,346 32	11,092 54	51,548 30	76,326 00	4,583 00
49	43,894 19	84,723 20	2,614 98	20,491 36	151,723 73	227,081 00	7,808 00
50	35,356 69	8,623 27	3,218 12	21,120 73	68,318 81	88,013 00	8,910 00
	3,432,406 61	552,210 78	129,299 73	1,100,213 30	5,214,130 48	11,893,561 00	788,263 00

THE PUBLIC

V. TABLE E—FINANCIAL

Cities	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
1 Belleville	1,900 00	41,589 45	4,110 12	47,599 57
2 Brantford	3,623 77	88,545 00	4,858 87	97,027 64
3 Chatham	1,537 00	65,865 44	3,067 96	70,470 40
4 Fort William	5,253 50	88,136 17	644 30	94,033 97
5 Galt	1,254 00	48,500 00	1,391 55	51,145 55
6 Guelph	2,226 55	53,969 53	547 32	56,743 40
7 Hamilton	14,147 70	574,752 58	16,164 10	605,064 38
8 Kingston	4,050 00	64,100 00	3,505 88	71,655 88
9 Kitchener	1,819 00	66,819 00	6,216 86	74,854 86
10 London	15,118 75	317,031 58	4,534 83	336,685 16
11 Niagara Falls	1,201 00	38,666 00	1,842 42	41,709 42
12 Ottawa	11,668 33	358,980 36	28,830 05	399,478 74
13 Peterborough	2,502 98	68,800 00	7,813 46	79,116 44
14 Port Arthur	4,014 22	56,700 00	2,352 88	63,067 10
15 St. Catharines	1,947 41	90,299 90	6,160 78	98,408 09
16 St. Thomas	2,003 20	62,602 64	1,628 66	66,234 50
17 Sarnia	1,969 50	96,990 59	3,228 75	102,188 84
18 Sault Ste. Marie	1,800 80	68,601 02	3,697 69	74,099 51
19 Stratford	2,889 50	88,597 45	2,358 88	93,845 83
20 Toronto	75,082 16	2,727,092 12	421,257 18	3,223,431 46
21 Welland	971 00	30,000 00	18,253 76	49,224 76
22 Windsor	3,700 50	90,255 99	19,246 86	113,203 35
23 Woodstock	1,397 49	28,000 00	2,679 51	32,077 00
Totals	162,078 36	5,214,894 82	564,392 67	5,941,365 85
Towns				
1 Alexandria	36 00	1,855 54	299 87	2,191 41
2 Alliston	160 00	3,273 38	1,118 77	4,552 15
3 Almonte	211 00	5,610 25	1,027 59	6,848 84
4 Amherstburg	104 00	4,696 00	700 71	5,500 71
5 Arnprior	315 00	8,502 36	2,526 57	11,343 93
6 Aurora	277 00	6,600 00	69 37	6,946 37
7 Aylmer	322 00	6,805 84	1,718 15	8,845 99
8 Bala	298 22	5,150 50	427 97	5,876 69
9 Barrie	762 00	24,674 94	718 58	26,155 52
10 Blenheim	161 00	5,294 86	497 23	5,953 09
11 Blind River	423 22	3,590 45	431 24	4,444 91
12 Bonfield	460 10	275 85	408 21	1,144 16
13 Bothwell	102 00	1,185 18	37 20	1,324 38
14 Bowmanville	394 00	8,300 00	22 75	8,716 75
15 Bracebridge	781 22	8,833 99	68 04	9,683 25
16 Brampton	472 00	12,133 32	2,047 74	14,653 06
17 Bridgeburg	221 00	19,277 89	787 00	20,285 89
18 Brockville	1,480 00	30,500 00	117 98	32,097 98
19 Bruce Mines	418 47	19,026 89	689 16	20,134 52
20 Burlington	266 00	7,490 53	136 95	7,893 48
21 Cache Bay	684 12	2,100 00	113 60	2,897 72
22 Campbellford	441 00	13,855 36	336 29	14,632 65
23 Carleton Place	454 00	10,988 46	109 42	11,551 88
24 Charlton	424 22	1,741 57	111 68	2,277 47
25 Chesley	235 00	5,356 42	1,349 05	6,940 47
26 Clinton	1,275 00	5,500 00	69 91	6,844 91
27 Cobalt	1,163 72	28,567 77	3,335 98	33,067 47
28 Cobourg	443 00	10,845 54	169 01	11,457 55
29 Cochrane	502 22	6,549 14	1,063 64	8,115 00
30 Collingwood	1,338 31	23,503 39	812 25	25,653 95
31 Copper Cliff	949 72	8,056 68	10,098 06	19,104 46
32 Cornwall	1,403 50	13,374 35	1,217 36	15,995 21

SCHOOLS—Continued

STATEMENT—Continued

	Expenditure					Value of school sites, buildings and furniture	Value of equipment
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	24,142 82	.....	.....	16,479 96	40,622 78	231,000 00	3,000 00
2	64,639 96	1,148 60	2,858 61	27,559 59	96,206 76	387,075 00	49,549 00
3	30,683 66	25,293 19	582 19	9,669 17	66,228 21	240,000 00	4,000 00
4	65,964 94	714 54	5,159 88	20,977 61	92,816 97	610,980 00	22,968 00
5	31,497 42	2,187 21	476 41	13,382 90	47,543 94	265,000 00	8,000 00
6	40,696 44	135 08	165 88	14,759 75	55,757 15	181,000 00	2,450 00
7	280,146 89	146,203 48	12,430 72	134,696 16	573,477 25	1,795,338 00	44,683 00
8	48,563 48	278 07	671 00	20,859 01	70,371 56	275,000 00	3,900 00
9	42,291 66	15,386 65	3,164 52	13,088 84	73,931 67	297,000 00	15,000 00
10	182,431 63	41,565 09	1,312 60	108,075 54	333,384 86	1,169,544 00	55,000 00
11	25,803 23	3,242 30	613 79	11,233 59	40,892 91	174,100 00	2,300 00
12	269,327 37	8,649 44	.....	115,501 95	393,478 76	1,391,781 00	100,756 00
13	54,387 19	600 00	4,304 84	19,824 41	79,116 44	321,405 00	17,000 00
14	42,768 06	367 94	3,276 66	15,916 13	62,328 79	450,000 00	2,978 00
15	37,241 35	44,291 95	512 07	13,082 65	95,128 02	361,300 00	2,075 00
16	40,496 11	341 95	410 70	15,862 85	57,111 61	150,000 00	9,500 00
17	26,415 02	63,569 69	327 63	9,158 51	99,470 85	220,000 00	2,204 00
18	37,740 60	9,110 34	2,800 98	24,430 46	74,082 38	312,100 00	4,000 00
19	36,196 19	37,058 50	4,683 57	14,184 55	92,122 81	200,000 00	15,000 00
20	1,616,233 03	425,599 42	63,080 20	755,706 26	2,860,618 91	10,417,410 00	82,500 00
21	20,462 55	.....	301 60	10,796 49	31,560 64	122,262 00	1,438 00
22	67,653 50	1,516 59	3,936 39	24,388 34	97,494 82	422,028 00	22,800 00
23	22,721 13	.....	2,168 25	7,027 02	31,916 40	130,000 00	6,000 00
	3,108,504 23	827,260 03	113,238 49	1,416,661 74	5,465,664 49	20,124,323 00	477,101 00
1	1,230 00	256 49	41 16	381 58	1,909 23	4,000 00	500 00
2	3,190 36	.....	.....	1,233 03	4,423 39	35,000 00	500 00
3	4,840 28	.....	68 61	1,509 45	6,418 34	14,630 00	596 00
4	3,527 33	.....	6 00	1,446 51	4,979 84	23,000 00	500 00
5	7,286 00	78 70	19 20	2,030 59	9,414 49	17,300 00	400 00
6	5,398 67	322 90	13 45	1,086 97	6,821 99	25,000 00	1,000 00
7	5,831 85	648 79	35 12	1,571 33	8,087 09	19,500 00	400 00
8	765 00	4,170 13	3 66	460 79	5,399 58	9,000 00	165 00
9	17,635 51	.....	61 25	6,910 09	24,606 85	97,800 00	3,050 00
10	3,499 92	719 17	116 81	824 25	5,160 15	19,000 00	100 00
11	2,872 00	.....	72 83	949 35	3,894 18	10,000 00	233 00
12	600 00	.....	10 25	32 74	642 99	Rented	166 00
13	1,056 01	.....	.....	214 37	1,270 38	10,500 00	100 00
14	6,355 00	348 45	.....	1,852 21	8,555 66	27,000 00	573 00
15	6,745 00	32 40	.....	2,905 61	9,683 01	25,700 00	465 00
16	8,666 18	831 78	.....	4,845 10	14,343 06	46,500 00	185 00
17	4,275 50	13,998 41	72 23	1,831 62	20,177 76	42,800 00	1,000 00
18	21,565 44	998 00	264 00	6,842 10	29,669 54	79,000 00	2,000 00
19	2,154 48	15,726 89	.....	1,795 78	19,677 15	30,000 00	300 00
20	5,016 66	140 87	105 89	2,439 86	7,703 28	35,000 00	1,100 00
21	1,978 50	.....	.....	727 57	2,706 07	4,000 00	285 00
22	7,491 17	4,155 20	509 48	1,841 72	13,997 57	27,000 00	1,200 00
23	8,175 24	1,057 09	.....	2,110 02	11,342 35	39,000 00	500 00
24	1,510 00	.....	94 00	156 41	1,760 41	4,800 00	175 00
25	4,083 94	2 55	45 62	2,337 92	6,470 03	25,000 00	358 00
26	5,604 60	25	52 70	1,046 11	6,703 66	19,500 00	860 00
27	16,823 09	2,798 01	1,656 39	9,525 00	30,802 49	71,000 00	10,500 00
28	8,338 42	300 00	.....	2,819 13	11,457 55	40,000 00	3,000 00
29	4,273 18	282 40	60 86	2,828 09	7,444 53	36,000 00	500 00
30	17,503 42	1,743 07	5 37	6,263 26	25,515 12	91,863 00	10,300 00
31	9,857 80	1,062 70	24 14	3,875 12	14,819 76	58,500 00	500 00
32	10,292 56	1,839 00	9 70	2,988 19	15,129 45	40,000 00	4,000 00

THE PUBLIC
V. TABLE E—FINANCIAL

Towns—Continued	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
33 Deseronto	247 00	5,610 23	48 07	5,905 30
34 Dresden	203 00	4,010 36	178 36	4,391 72
35 Dryden	479 47	4,418 92	10 17	4,908 56
36 Dundas	523 00	12,600 00	484 58	13,607 58
37 Dunnville	369 00	2,000 00	5,422 76	7,791 76
38 Durham	189 00	4,756 49	354 69	5,300 18
39 Eastview	.....	10,079 19	3,660 30	13,739 49
40 Englehart	430 47	3,139 14	26 63	3,596 24
41 Essex	178 00	10,329 54	741 03	11,248 57
42 Ford	74 00	19,715 38	3,467 86	23,257 24
43 Forest	191 50	5,136 00	259 70	5,587 20
44 Fort Frances	602 22	11,467 35	563 80	12,633 37
45 Frood Mine	298 72	120 00	595 59	1,014 31
46 Gananoque	398 40	11,270 94	515 68	12,185 02
47 Goderich	534 00	13,258 47	171 95	13,964 42
48 Gore Bay	456 22	2,808 26	187 72	3,452 20
49 Gravenhurst	581 22	7,793 39	529 59	8,904 20
50 Haileybury	720 22	15,700 00	560 83	16,981 05
51 Hanover	329 00	8,178 60	1,071 36	9,578 96
52 Harriston	156 00	4,010 56	.....	4,166 56
53 Hawkesbury	87 00	2,409 18	3,145 47	5,641 65
54 Hespeler	530 47	11,232 85	50 00	11,813 32
55 Huntsville	690 22	6,800 00	329 75	7,819 97
56 Ingersoll	654 58	15,379 55	1,193 61	17,227 74
57 Iroquois Falls	454 72	3,250 30	2,938 12	6,643 14
58 Kearney	566 99	1,126 13	545 91	2,239 03
59 Keewatin	544 22	5,667 22	1,025 76	7,237 20
60 Kenora	1,181 22	19,207 50	378 51	20,767 23
61 Kincardine	261 00	5,700 00	746 25	6,707 25
62 Kingsville	428 54	7,198 15	49 73	7,676 42
63 Latchford	309 72	1,100 00	154 05	1,563 77
64 Leamington	402 00	9,850 00	5 21	10,257 21
65 Lindsay	695 00	21,293 64	911 85	22,900 49
66 Listowel	319 92	19,936 63	261 55	20,518 10
67 Little Current	458 42	3,343 78	1,055 61	4,857 81
68 Massey	786 02	2,632 10	26 19	3,444 31
69 Matheson	.....	1,997 13	244 44	2,241 57
70 Mattawa	306 72	833 87	2,427 69	3,568 28
71 Meaford	358 00	10,900 00	948 38	12,206 38
72 Midland	744 00	26,780 00	1,740 38	29,264 38
73 Milton	249 00	5,100 16	37 53	5,386 69
74 Mimico	324 00	12,153 88	657 15	13,135 03
75 Mitchell	229 00	5,680 62	183 65	6,093 27
76 Mount Forest	189 00	4,700 00	47 26	4,936 26
77 Napanee	419 00	9,020 00	595 09	10,034 09
78 New Liskeard	639 22	7,585 70	908 25	9,133 17
79 Newmarket	375 00	10,000 00	1,940 50	12,315 50
80 Niagara	191 00	3,550 32	330 20	4,071 52
81 North Bay	1,519 12	39,193 01	1,193 79	41,905 92
82 Oakville	.....	12,473 98	2,123 94	14,597 92
83 Orangeville	305 00	7,589 60	419 98	8,314 58
84 Orillia	1,880 00	28,000 00	22,872 11	52,752 11
85 Oshawa	972 00	32,756 38	4,904 87	38,633 25
86 Owen Sound	1,588 00	39,735 00	6,305 05	47,628 05
87 Palmerston	198 00	5,438 92	33 73	5,670 65
88 Paris	844 10	11,160 00	868 69	12,872 79
89 Parkhill	124 00	2,900 00	230 51	3,254 51
90 Parry Sound	1,266 22	14,208 34	30,246 52	45,721 08

SCHOOLS—Continued
STATEMENT—Continued

	Expenditure					Value of school sites, buildings and furniture	Value of equipment
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel, and other expenses	Total expenditure for all Public School purposes		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
33	4,587 38	.....	29 98	901 81	5,519 17	12,225 00	1,775 00
34	3,053 58	.....	.....	1,229 94	4,283 52	25,000 00	4,000 00
35	3,148 01	62 95	51 88	1,319 27	4,582 11	rented	.....
36	9,960 48	402 30	14 84	2,879 52	13,257 14	35,000 00	3,490 00
37	5,928 14	93 00	69 94	1,134 94	7,226 02	28,000 00	1,000 00
38	3,477 66	18 00	24 00	1,174 78	4,694 44	12,000 00	235 00
39	4,928 13	4,448 01	334 93	3,508 40	13,219 47	45,200 00	250 00
40	2,188 81	101 90	46 88	1,174 45	3,512 04	8,000 00	2,000 00
41	4,712 56	4 50	.....	5,266 90	9,983 96	15,000 00	200 00
42	2,114 10	17,538 70	1,047 07	2,370 46	23,070 33	45,000 00	150 00
43	3,847 00	.....	17 27	1,211 13	5,075 40	25,000 00	330 00
44	5,869 50	83 99	1,500 00	4,047 74	11,501 23	75,000 00	1,000 00
45	620 00	.....	.....	217 00	837 00	4,000 00	60 00
46	8,334 15	784 00	57 42	2,724 64	11,900 21	14,500 00	1,500 00
47	9,037 13	.....	30 00	4,529 23	13,596 36	45,000 00	1,650 00
48	2,876 83	.....	.....	486 88	3,363 71	5,000 00	149 00
49	4,505 45	1,381 05	.....	2,625 98	8,512 48	18,000 00	510 00
50	8,673 59	4,271 95	25 91	3,793 35	16,764 80	38,000 00	2,700 00
51	6,774 30	.....	24 67	2,411 96	9,210 93	25,500 00	1,000 00
52	3,015 79	39 75	63 66	1,022 82	4,142 02	20,000 00	2,000 00
53	2,488 18	43 75	47 33	502 12	3,081 38	10,000 00	1,000 00
54	8,311 12	495 95	.....	2,212 29	11,019 36	35,850 00	3,000 00
55	5,164 89	465 09	61 11	1,629 98	7,321 07	25,000 00	800 00
56	10,778 40	.....	91 85	4,761 38	15,631 63	100,000 00	1,000 00
57	2,636 36	1,709 05	743 24	1,466 27	6,554 92	rented	500 00
58	1,164 13	63 94	.....	540 51	1,768 58	3,325 00	104 00
59	4,820 67	133 88	3 95	2,151 21	7,109 71	18,760 00	721 00
60	14,945 69	.....	4 90	5,340 12	20,290 71	51,000 00	4,000 00
61	4,637 50	.....	.....	1,480 99	6,118 49	26,500 00	3,500 00
62	5,864 37	200 25	117 70	969 24	7,151 56	25,000 00	700 00
63	817 50	30 19	.....	533 86	1,381 55	9,000 00	150 00
64	8,099 73	12 60	118 22	1,822 36	10,052 91	34,000 00	2,500 00
65	15,793 32	225 93	414 23	6,131 07	22,564 55	105,000 00	2,500 00
66	5,037 45	13,007 59	144 47	1,838 86	20,028 37	35,000 00	500 00
67	2,541 38	1,385 96	337 38	453 85	4,718 57	3,500 00	305 00
68	2,533 00	77 87	.....	800 95	3,411 82	3,610 00	330 00
69	987 60	1,055 48	.....	187 55	2,230 63	3,850 00	600 00
70	783 00	.....	.....	171 45	954 45	2,600 00	163 00
71	7,648 46	185 13	171 65	2,533 11	10,538 35	12,000 00	1,000 00
72	18,944 71	522 56	15 00	8,550 64	28,032 91	120,000 00	2,500 00
73	4,393 41	44 08	47 88	734 71	5,220 08	30,000 00	1,000 00
74	7,687 56	2,165 10	65 94	2,331 60	12,250 20	55,000 00	1,000 00
75	4,480 72	134 30	58 99	1,102 77	5,776 78	33,000 00	300 00
76	3,330 28	.....	.....	1,408 53	4,738 81	14,500 00	2,500 00
77	7,671 90	191 46	.....	1,929 15	9,792 51	21,000 00	3,000 00
78	6,311 38	.....	11 71	2,557 85	8,880 94	27,000 00	430 00
79	8,038 75	.....	63 26	1,932 64	10,034 65	64,000 00	2,500 00
80	2,695 91	.....	115 02	1,222 89	4,033 82	10,000 00	2,500 00
81	22,531 40	71 80	53 10	16,517 77	39,174 07	165,000 00	12,000 00
82	7,010 00	3,951 26	169 33	1,777 62	12,908 21	44,000 00	750 00
83	6,589 00	.....	45 24	1,313 69	7,947 93	12,500 00	2,362 00
84	19,792 29	2,490 53	153 91	7,563 70	30,000 43	89,200 00	800 00
85	25,587 00	1,197 90	781 35	10,790 74	38,356 99	130,000 00	5,000 00
86	32,820 00	2,943 71	290 63	11,573 71	47,628 05	123,300 00	8,500 00
87	3,335 13	112 50	161 48	1,976 25	5,585 36	29,000 00	1,000 00
88	8,404 00	.....	95 41	3,262 55	11,761 96	65,000 00	2,000 00
89	2,379 00	.....	33 15	661 95	3,074 10	7,000 00	300 00
90	11,794 62	30,767 21	199 78	2,837 14	45,598 75	20,000 00	3,000 00

THE PUBLIC

V. TABLE E—FINANCIAL

Towns—Concluded	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
91 Pembroke	550 00	58,898 96	4,825 48	64,274 44
92 Penetanguishene	635 00	14,967 93	729 27	16,332 20
93 Perth	260 00	6,568 76	1,648 82	8,477 58
94 Petrolia	451 60	11,500 00	81 44	12,033 04
95 Picton	396 00	9,712 52	955 78	11,064 30
96 Port Hope	543 00	12,371 31	556 31	13,470 62
97 Powassan	412 72	2,400 00	264 99	3,077 71
98 Prescott	261 00	6,515 46	128 51	6,904 97
99 Preston	502 00	15,000 00	441 50	15,943 50
100 Rainy River	956 72	7,625 00	28 54	8,610 26
101 Renfrew	1,529 00	11,014 98	1,625 99	14,169 97
102 Ridgetown	271 00	4,710 00	138 05	5,119 05
103 Rockland	67 00	1,499 41	127 40	1,693 81
104 St. Mary's	443 50	11,585 13	5 00	12,033 63
105 Sandwich	128 00	11,455 93	3,625 74	15,209 67
106 Seaforth	240 00	5,071 66	1,188 78	6,500 44
107 Simcoe	463 00	29,384 63	293 59	30,141 22
108 Sioux Lookout	393 97	3,337 53	3,662 50	7,394 00
109 Smith's Falls	751 00	23,186 14	9 00	23,946 14
110 Southampton	180 00	5,276 01	692 27	6,148 28
111 Stayner	123 00	2,500 00	2,204 34	4,827 34
112 Steelton	1,122 72	23,950 00	158 20	25,230 92
113 Strathroy	350 00	7,861 87	106 18	8,318 05
114 Sturgeon Falls	459 22	3,095 00	4,127 23	7,681 45
115 Sudbury	686 12	27,172 00	12,255 27	40,113 39
116 Thessalon	584 72	5,003 77	384 06	5,972 55
117 Thornbury	91 00	2,537 25	24 14	2,652 39
118 Thorold	372 80	9,338 03	760 25	10,471 08
119 Tilbury	80 00	2,030 06	1,350 03	3,460 09
120 Tillsonburg	415 00	9,784 54	224 35	10,423 89
121 Timmins	454 22	54,262 27	336 95	55,053 44
122 Trenton	469 00	12,900 00	2,826 94	16,195 94
123 Trout Creek	386 38	1,160 00	112 53	1,658 91
124 Uxbridge	224 00	5,000 00	64 09	5,288 09
125 Vankleek Hill	115 00	3,071 95	3,252 39	6,439 34
126 Walkerton	217 00	5,630 45	105 64	5,953 09
127 Walkerville	1,145 00	25,500 00	1,146 28	27,791 28
128 Wallaceburg	337 00	8,667 75	1,801 43	10,806 18
129 Waterloo	491 00	18,520 41	859 57	19,870 98
130 Webbwood	401 96	2,256 49	19 31	2,677 76
131 Weston	257 00	11,003 28	1,428 18	12,688 46
132 Whitby	270 00	8,600 00	207 92	9,077 92
133 Wiarton	245 00	5,924 53	51 50	6,221 03
134 Wingham	311 00	5,457 04	676 71	6,444 75
Totals	64,071 55	1,411,111 26	199,077 73	1,674,260 54
Totals				
1 Rural Schools	596,535 69	4,088,062 80	2,813,537 33	7,498,135 82
2 Cities	162,078 36	5,214,894 82	564,392 67	5,941,365 85
3 Towns	64,071 55	1,411,111 26	199,077 73	1,674,260 54
4 Villages	22,033 79	413,116 96	220,646 10	655,796 85
5 Grand Totals, 1917	844,719 39	11,127,185 84	3,797,653 83	15,769,559 06
6 Grand Totals, 1916	786,152 04	10,110,417 89	3,769,978 64	14,666,548 57
7 Increases	58,567 35	1,016,767 95	27,675 19	1,103,010 49
8 Decrease	.....	.....	.....	.....
9 Percentages	5.35	70.56	24.08	.....

Cost per pupil, enrolled attendance: Rural Schools, $25.46;

SCHOOLS—Concluded

STATEMENT—Concluded

	Expenditure						
	Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Value of school sites, buildings and furniture	Value of equipment
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
91	12,359 10	42,710 32	234 45	5,387 39	60,691 26	92,700 00	349 00
92	10,718 92	348 72	61 66	4,469 53	15,598 83	53,000 00	725 00
93	6,179 10	79 22	225 17	1,837 84	8,321 33	34,500 00	500 00
94	8,436 59	.....	218 54	2,172 93	10,828 06	43,000 00	3,000 00
95	7,399 18	.....	122 91	2,860 73	10,382 82	21,000 00	4,565 00
96	9,172 08	295 30	14 00	2,850 01	12,331 39	61,190 00	800 00
97	2,400 00	.....	33 15	322 74	2,755 89	8,500 00	178 00
98	4,739 93	79 50	129 73	1,730 63	6,679 79	20,912 00	433 00
99	11,497 29	480 90	21 43	3,510 68	15,510 30	120,000 00	5,000 00
100	5,548 63	1,131 71	.....	1,791 44	8,471 78	26,000 00	404 00
101	8,951 16	72 60	.....	4,944 59	13,968 35	53,000 00	500 00
102	3,966 38	26 00	.....	893 70	4,886 08	30,000 00	5,000 00
103	1,251 47	.....	35 95	256 82	1,544 24	2,450 00	127 00
104	7,736 82	23 60	.....	4,053 08	11,813 50	60,000 00	700 00
105	4,721 39	198 88	.....	2,923 59	7,843 86	75,000 00	1,500 00
106	4,313 80	.....	43 48	799 68	5,156 96	15,000 00	400 00
107	8,372 13	18,321 83	.....	3,420 70	30,114 66	45,000 00	513 00
108	2,841 76	814 33	.....	.....	3,656 09	16,000 00	600 00
109	16,036 24	1,260 81	51 75	6,282 96	23,631 76	120,000 00	8,000 00
110	4,087 66	400 00	49 55	1,333 49	5,870 70	22,000 00	2,150 00
111	2,375 00	91 30	60 99	622 00	3,149 29	14,500 00	176 00
112	15,948 09	159 93	.....	9,078 88	25,186 90	80,400 00	750 00
113	6,139 77	516 87	58 60	1,583 03	8,298 27	30,000 00	462 00
114	3,355 00	1,162 41	60 17	1,696 70	6,274 28	25,000 00	500 00
115	13,253 17	13,531 42	122 82	6,769 40	33,676 81	125,850 00	650 00
116	4,470 23	88 73	93 60	977 64	5,630 20	27,300 00	364 00
117	1,802 88	25 00	15 00	570 89	2,413 77	2,400 00	155 00
118	6,112 59	527 27	27 95	3,557 67	10,225 48	46,000 00	7,000 00
119	1,633 83	68 85	.....	331 01	2,033 69	12,500 00	197 00
120	7,379 47	547 31	418 88	1,911 35	10,257 01	45,000 00	5,000 00
121	5,837 00	43,948 00	.....	3,887 43	53,672 43	45,000 00	3,500 00
122	10,331 34	.....	.....	5,263 46	15,594 80	29,000 00	2,350 00
123	1,280 62	.....	53 91	178 37	1,512 90	3,050 00	261 00
124	4,134 00	.....	.....	1,094 52	5,228 52	20,000 00	1,000 00
125	2,452 43	.....	20 54	580 75	3,053 72	10,000 00	1,000 00
126	4,225 01	368 99	46 60	1,280 27	5,920 87	20,000 00	2,750 00
127	18,350 69	364 55	204 27	8,510 81	27,430 32	17,500 00	6,300 00
128	7,385 45	115 00	90 40	2,932 16	10,523 01	40,000 00	410 00
129	11,677 52	2,125 99	863 59	4,269 92	18,937 02	47,000 00	4,600 00
130	1,760 31	.....	39 90	666 15	2,466 36	9,300 00	300 00
131	8,114 15	491 15	60 00	2,751 51	11,416 81	65,000 00	500 00
132	6,104 00	277 90	117 85	2,578 17	9,077 92	21,000 00	3,000 00
133	5,192 70	41 72	10 95	830 16	6,075 53	14,000 00	300 00
134	4,519 53	.....	46 70	1,764 77	6,331 00	25,000 00	350 00
	909,509 92	275,124 53	14,958 87	352,815 69	1,552,409 01	4,780,365 00	221,644 00
1	3,432,406 61	552,210 78	129,299 73	1,100,213 36	5,214,130 48	11,893,561 00	788,263 00
2	3,108,504 23	827,260 03	113,238 49	1,416,661 74	5,465,664 49	20,124,323 00	477,101 00
3	909,509 92	275,124 53	14,958 87	352,815 69	1,552,409 01	4,780,365 00	221,644 00
4	312,940 25	70,946 05	7,873 98	174,147 69	565,907 97	1,552,265 00	68,038 00
5	7,763,361 01	1,725,541 39	265,371 07	3,043,838 48	12,798,111 95	38,350,514 00	1,555,046 00
6	7,393,829 08	1,836,820 96	174,503 04	2,703,422 51	12,108,575 59	.....	.....
7	369,531 93	.....	90,868 03	340,415 97	689,536 36	.....	.....
8	.....	111,279 57	.....	.....	.....	.....	.....
9	60.66	13.48	2.07	23.78	.....	.....	.....

Cities, $34.08 ; Towns, $22.89 ; Villages, $22.94 ; Province, $27.96

ROMAN CATHOLIC
I. TABLE F—FINANCIAL

Rural Schools	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
	$ c.	$ c.	$ c.	$ c.
1 Bruce	1,010 37	8,956 65	5,351 80	15,318 82
2 Carleton	896 20	11,007 49	4,048 76	15,952 45
3 Essex	3,790 82	23,404 70	16,097 81	43,293 33
4 Frontenac	2,985 24	5,589 09	2,534 69	11,109 02
5 Grey	746 70	4,438 44	2,131 66	7,316 80
6 Hastings	1,329 44	3,049 64	2,058 72	6,437 80
7 Huron	1,649 40	6,579 01	2,414 61	10,643 02
8 Kent	666 45	4,833 89	3,793 93	9,294 27
9 Lambton	43 66	660 25	560 79	1,264 70
10 Lanark	673 79	1,542 28	422 66	2,638 73
11 Leeds and Grenville	494 77	485 67	314 38	1,294 82
12 Lennox and Addington	396 52	567 98	581 71	1,546 21
13 Middlesex	425 60	3,154 38	1,998 96	5,578 94
14 Norfolk	116 56	765 84	468 00	1,350 40
15 Northumberland and Durham	1,539 21	2,560 38	647 10	4,746 69
16 Ontario	116 56	420 20	1,258 33	1,795 09
17 Peel	67 96	589 32	329 27	986 55
18 Perth	1,484 08	6,599 97	4,479 54	12.563 59
19 Peterborough	257 47	1,638 17	664 04	2,559 68
20 Prescott and Russell	.....	63,269 71	36,796 77	100,066 48
21 Renfrew	5,329 92	9,973 12	9,830 46	25,133 50
22 Simcoe	644 06	5,946 65	2,100 18	8,690 89
23 Stormont, Dundas & Glengarry	3,029 55	11,485 41	8,684 93	23,199 89
24 Victoria	200 72	1,288 47	295 22	1,784 41
25 Waterloo	651 04	6,533 15	5,327 21	12,511 40
26 Wellington	630 86	3,936 21	1,712 56	6,279 63
27 Districts	5,504 31	23,503 90	11,540 81	40,549 02
Totals	34,681 26	212,779 97	126,444 90	373,906 13
Cities				
1 Belleville	189 60	4,155 95	1,046 90	5,392 45
2 Brantford	.....	6,221 24	23,392 10	29,613 34
3 Chatham	269 80	7,433 18	10,173 14	17,876 12
4 Fort William	1,359 56	21,385 36	880 51	23,625 43
5 Galt	70 40	1,814 92	354 68	2,240 00
6 Guelph	253 00	11,246 92	949 35	12,449 27
7 Hamilton	1,887 85	38,972 97	22,696 96	63,557 78
8 Kingston	470 80	12,997 73	221 94	13,690 47
9 Kitchener	533 20	13,750 37	1,052 50	15,336 07
10 London	960 60	24,014 70	1,669 71	26,645 01
11 Niagara Falls	127 80	3,300 17	944 27	4,372 24
12 Ottawa	.....	202,438 57	5,736 13	208,174 70
13 Peterborough	787 60	14,887 66	2,375 30	18,050 56
14 Port Arthur	845 56	9,076 98	2,274 47	12,197 01
15 St. Catharines	302 00	7,789 43	321 14	8,412 57
16 St. Thomas	169 60	4,456 73	607 32	5,233 65
17 Sarnia	215 00	4,737 51	4,839 44	9,791 95
18 Sault Ste. Marie	.....	13,747 55	8,647 80	22,395 35
19 Stratford	322 95	5,927 25	3,513 65	9,763 85
20 Toronto	5,565 80	183,551 58	48,096 40	237,213 78
21 Windsor	959 80	25,438 06	4,122 43	30,520 29
22 Woodstock	107 20	1,747 05	29 00	1,883 25
Totals	15,398 12	619,091 88	143,945 14	778,435 14

SEPARATE SCHOOLS
STATEMENT, ETC.

	Expenditure						
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Value of school sites, buildings and furniture	Value of equipment
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	7,220 12	595 19	381 98	2,839 08	11,036 37	26,800 00	2,326 00
2	9,383 35	878 24	377 78	1,441 78	12,081 15	26,610 00	2,016 00
3	17,570 94	7,643 50	236 02	8,746 99	34,197 45	53,188 00	2,332 00
4	5,855 33	360 68	122 34	2,294 65	8,633 00	10,975 00	1,743 00
5	3,844 77	197 60	245 45	569 98	4,857 80	8,300 00	887 00
6	3,095 47	85 07	244 87	1,260 72	4,686 13	4,820 00	844 00
7	5,759 66	752 51	131 17	2,139 59	8,782 93	21,100 00	1,997 00
8	4,024 56	71 43	27 85	1,997 03	6,120 87	13,250 00	1,198 00
9	523 25	.....	4 70	113 35	641 30	900 00	333 00
10	1,535 55	89 29	126 89	402 08	2,153 81	5,200 00	253 00
11	574 57	16 90	87 92	50 92	730 31	1,393 00	243 00
12	752 09	10 54	3 81	511 19	1,277 63	2,900 00	219 00
13	2,782 70	673 00	21 31	1,065 22	4,542 23	7,875 00	562 00
14	615 00	.....	.....	186 07	801 07	4,200 00	156 00
15	3,062 13	83 20	398 89	301 40	3,845 62	9,275 00	696 00
16	665 00	30 13	.....	365 82	1,060 95	4,500 00	160 00
17	501 50	103 60	5 35	56 76	667 21	2,300 00	150 00
18	6,261 84	1,035 67	181 53	3,294 74	10,773 78	28,850 00	1,624 00
19	1,224 91	39 90	201 97	486 63	1,953 41	6,200 00	302 00
20	48,392 89	11,817 50	374 12	10,973 29	71,557 80	164,559 00	5,496 00
21	10,225 84	6,372 00	415 00	2,990 25	20,003 09	49,374 00	3,476 00
22	3,673 53	582 36	102 43	2,189 24	6,547 56	29,770 00	482 00
23	12,678 88	1,208 37	610 51	3,628 41	18,126 17	48,302 00	3,718 00
24	1,213 10	11 85	35 38	192 21	1,452 54	3,450 00	228 00
25	5,605 83	244 78	162 44	1,746 52	7,759 57	25,750 00	1,497 00
26	3,567 76	79 30	284 73	789 74	4,721 53	11,300 00	805 00
27	22,417 84	5,024 35	510 36	8,507 22	36,459 77	40,205 00	2,319 00
	183,028 41	38,006 96	5,294 80	59,140 88	285,471 05	611,346 00	36,062 00
1	2,162 51	.....	.....	2,383 24	4,545 75	50,000 00	190 00
2	2,794 50	23,588 79	225 96	2,171 06	28,780 31	55,000 00	414 00
3	3,587 90	819 23	189 50	1,429 27	6,025 90	20,000 00	1,400 00
4	10,961 50	4,103 22	899 30	6,497 78	22,461 80	240,000 00	8,000 00
5	1,615 00	200 00	25 00	400 00	2,240 00	9,700 00	232 00
6	3,651 25	5,100 00	356 84	3,094 49	12,202 58	44,000 00	1,050 00
7	20,766 81	15,673 62	2,537 99	11,690 80	50,669 22	785,000 00	5,200 00
8	6,218 55	1,057 89	211 30	5,748 06	13,235 80	48,000 00	400 00
9	6,611 25	2,488 24	265 68	4,206 72	13,571 89	80,000 00	1,433 00
10	9,933 35	5,694 85	706 47	6,461 97	22,796 64	140,000 00	6,000 00
11	1,716 84	530 45	61 31	672 94	2,981 54	10,000 00	187 00
12	98,134 66	883 90	3,638 39	105,517 75	208,174 70	461,650 00	17,163 00
13	9,769 39	63 65	1,910 09	6,307 43	18,050 56	130,000 00	3,000 00
14	5,720 00	1,745 50	98 70	4,127 60	11,691 80	60,000 00	3,000 00
15	4,075 00	1,372 32	95 72	2,385 02	7,928 06	40,000 00	2,500 00
16	1,852 50	775 53	762 96	1,526 81	4,917 80	34,000 00	940 00
17	2,423 00	4,730 29	59 39	2,536 47	9,749 15	38,000 00	1,270 00
18	7,446 96	3,153 30	.....	6,521 53	17,121 79	100,000 00	3,600 00
19	3,028 50	4,489 08	742 58	1,503 69	9,763 85	20,000 00	1,412 00
20	87,615 78	87,891 17	1,836 90	57,432 43	234,776 28	834,540 00	52,165 00
21	11,681 15	1,041 50	225 54	17,277 10	30,225 29	210,000 00	8,600 00
22	924 38	522 19	.....	415 50	1,862 07	16,500 00	720 00
	302,690 78	165,924 72	14,849 62	250,307 66	733,772 78	3,426,390 00	118,876 00

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
	$ c.	$ c.	$ c.	$ c.
1 Alexandria	262 56	5,592 47	655 18	6,510 21
2 Almonte	105 20	930 51	1,991 57	3,027 28
3 Amherstburg	.....	3,007 12	1,999 14	5,006 26
4 Arnprior	222 40	4,060 37	3,547 78	7,830 55
5 Barrie	98 20	1,941 85	590 10	2,630 15
6*Bonfield	.....	1,171 08	842 95	2,014 03
7 Brockville	226 40	3,960 00	.....	4,186 40
8 Cache Bay	142 56	1,233 00	58 07	1,433 63
9 Charlton	192 06	1,156 73	527 98	1,876 77
10*Chelmsford	.....	1,976 10	203 66	2,179 76
11 Cobalt	.....	10,022 85	6,005 20	16,028 05
12 Cobourg	.....	1,950 00	555 50	2,505 50
13 Cochrane	.....	2,152 98	2,218 06	4,371 04
14 Collingwood	77 20	2,310 00	299 98	2,687 18
15 Cornwall	434 04	8,244 85	2,799 00	11,477 89
16 Dundas	58 80	1,335 18	218 96	1,612 94
17 Eastview	.....	7,700 00	787 65	8,487 65
18 Ford	128 00	4,052 59	6 15	4,186 74
19 Fort Frances	225 56	2,449 27	2,163 48	4,838 31
20 Goderich	64 60	824 06	257 52	1,146 18
21 Hanover	59 60	984 87	214 49	1,258 96
22 Haileybury	268 56	7,525 00	1,279 92	9,073 48
23 Hawkesbury	.....	6,227 05	1,609 06	7,836 11
24 Ingersoll	66 60	1,350 89	823 69	2,241 18
25 Kearney	189 06	668 27	259 16	1,116 49
26 Keewatin	121 57	675 00	188 61	985 18
27 Kenora	198 56	2,600 00	1,810 75	4,609 31
28 Lindsay	268 00	5,158 23	570 66	5,996 89
29 Massey	183 57	1,262 09	931 41	2,377 07
30 Mattawa	1,086 95	3,144 93	3,939 65	8,171 53
31 Mount Forest	75 20	923 87	821 46	1,820 53
32 New Liskeard	149 07	1,300 00	609 32	2,058 39
33 Newmarket	43 60	953 14	850 34	1,847 08
34 North Bay	962 00	15,200 00	283 51	16,445 51
35 Oakville	35 60	629 11	536 68	1,201 39
36 Orillia	113 20	3,051 06	2,473 66	5,637 92
37 Oshawa	164 00	2,124 25	1,339 94	3,628 19
38 Owen Sound	113 68	2,840 74	123 12	3,077 54
39 Paris	56 60	707 78	6,617 43	7,381 81
40 Parkhill	41 60	568 43	86 96	696 99
41 Pembroke	389 20	8,545 88	1,636 99	10,572 07
42 Perth	189 40	1,640 00	212 90	2,042 30
43 Picton	35 60	755 33	648 15	1,439 08
44 Prescott	.....	2,662 88	3,806 62	6,469 50
45 Preston	90 80	3,272 53	1,789 81	5,153 14
46 Rainy River	121 57	963 94	146 54	1,232 05
47 Renfrew	229 40	8,378 10	857 51	9,465 01
48 Rockland	.....	5,358 00	.....	5,358 00
49 St. Mary's	51 60	1,182 48	634 67	1,868 75
50 Sandwich	1,388 00	4,434 58	697 63	6,520 21

* No report for 1916 received; statistics of previous year.

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Continued

	Expenditure					Value of school sites, buildings and furniture	Value of equipment
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2,979 00	338 96	118 87	2,998 38	6,435 21	20,000 00	620 00
2	1,393 20	340 00	40 00	350 00	2,123 20	6,000 00	500 00
3	2,124 74	2,586 77	29 92	200 67	4,942 10	40,000 00	1,430 00
4	2,800 00	861 98	90 00	1,898 62	5,650 60	15,000 00	448 00
5	1,440 00	22 30	13 35	652 61	2,128 26	10,500 00	634 00
6	984 15	.....	.....	90 98	1,075 13	1,350 00	120 00
7	2,460 00	300 00	.....	1,426 40	4,186 40	40,000 00	300 00
8	824 00	195 21	5 20	118 75	1,143 16	2,375 00	82 00
9	604 50	953 19	15 12	92 10	1,664 91	1,600 00	200 00
10	1,430 00	19 30	10 00	577 31	2,036 61	1,800 00	197 00
11	6,604 69	2,305 73	13 03	7,104 60	16,028 05	24,000 00	1,642 00
12	1,300 00	439 20	35 00	720 43	2,494 63	1,700 00	600 00
13	1,065 00	1,779 80	.....	513 26	3,358 06	7,400 00	157 00
14	1,329 25	90 11	52 72	890 75	2,362 83	22,000 00	444 00
15	7,793 56	426 80	250 00	2,933 56	11,403 92	40,000 00	7,750 00
16	1,117 25	24 00	.....	368 25	1,509 50	8,400 00	200 00
17	3,613 00	3,591 58	215 69	990 71	8,410 98	48,000 00	136 00
18	2,580 00	463 53	309 80	600 95	3,954 28	4,000 00	200 00
19	1,485 00	1,000 00	4 55	797 20	3,286 75	18,000 00	800 00
20	641 60	172 28	.....	162 30	976 18	8,300 00	267 00
21	1,020 00	.....	32 50	105 74	1,158 24	500 00	30 00
22	3,450 00	2,781 25	14 15	2,085 57	8,330 97	15,600 00	200 00
23	4,079 00	722 30	.....	1,348 08	6,149 38	55,000 00	1,238 00
24	665 00	98 13	25 80	508 12	1,297 05	5,000 00	535 00
25	555 00	.....	25 00	269 32	849 32	1,300 00	200 00
26	555 95	30 15	6 43	280 55	873 08	2,600 00	200 00
27	1,540 00	1,001 66	.....	967 04	3,508 70	15,000 00	2,000 00
28	3,201 55	732 17	.....	1,961 57	5,895 29	60,000 00	3,200 00
29	977 50	242 00	.....	602 74	1,822 24	2,700 00	115 00
30	2,267 00	1,247 05	67 38	1,808 18	5,389 61	16,000 00	500 00
31	622 50	7 75	323 57	362 65	1,316 47	4,500 00	131 00
32	638 63	134 52	7 00	680 53	1,460 68	3,000 00	400 00
33	626 05	242 88	41 60	170 06	1,080 59	5,000 00	223 00
34	9,146 84	3,303 40	64 00	3,331 60	15,845 84	75,000 00	3,000 00
35	501 01	392 37	13 17	281 78	1,188 33	4,000 00	150 00
36	1,600 00	492 77	62 98	2,221 06	4,376 81	2,500 00	1,023 00
37	1,230 00	778 64	.....	882 50	2,891 14	15,000 00	428 00
38	1,130 00	144 11	186 46	904 69	2,365 26	6,000 00	373 00
39	627 50	482 69	13 77	5,904 53	7,028 49	15,000 00	135 00
40	615 00	9 00	17 95	53 05	695 00	3,000 00	37 00
41	5,224 48	2,245 32	157 10	1,510 12	9,137 02	30,000 00	4,000 00
42	1,435 00	.....	36 75	451 00	1,922 75	4,000 00	365 00
43	607 50	.....	32 15	180 33	819 98	2,000 00	49 00
44	1,600 04	181 84	28 00	858 91	2,668 79	20,000 00	1,500 00
45	1,305 00	2,115 32	.....	273 27	3,693 59	24,000 00	422 00
46	500 00	390 17	22 00	67 59	979 76	5,000 00	500 00
47	2,850 00	3,440 52	14 95	1,441 90	7,747 37	50,000 00	1,700 00
48	3,900 00	598 00	210 00	650 00	5,358 00	20,000 00	2,000 00
49	715 00	257 92	.....	236 15	1,209 07	2,500 00	143 00
50	2,237 00	1,514 49	60 13	816 37	4,627 99	17,500 00	500 00

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns—Concluded	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received
	$ c.	$ c.	$ c.	$ c.
51 Seaforth	44 60	1,013 63	699 20	1,757 43
52 Smith's Falls	.....	2,041 60	3,034 18	5,075 78
53 Steelton	298 68	2,000 00	3,293 14	5,591 82
54 Sturgeon Falls	.....	5,950 00	1,196 25	7,146 25
55 Sudbury	716 00	17,177 58	5,402 07	23,295 65
56 Thorold	159 60	3,308 80	433 25	3,901 65
57 Tilbury	214 00	2,665 76	1,898 45	4,778 21
58 Timmins	381 56	6,057 00	8 76	6,447 32
59 Trenton	113 20	2,092 64	508 97	2,714 81
60 Vankleek Hill	90 60	1,419 31	606 25	2,116 16
61 Walkerton	97 00	1,671 00	1,763 40	3,531 40
62 Walkerville	102 20	842 63	431 95	1,376 78
63 Wallaceburg	168 80	3,668 11	3,473 27	7,310 18
64 Waterloo	118 80	3,475 92	21 44	3,616 16
65 Weston	37 60	464 66	386 59	888 85
66 Whitby	49 60	679 39	440 90	1,169 89
Totals	11,522 41	215,687 47	85,126 64	312,336 52
Totals				
1 Rural Schools	34,681 26	212,779 97	126,444 90	373,906 13
2 Cities	15,398 12	619,091 88	143,945 14	778,435 14
3 Towns	11,522 41	215,687 47	85,126 64	312,336 52
4 Villages	1,524 88	18,694 02	14,829 81	35,048 71
5 Grand Totals, 1917	63,126 67	1,066,253 34	370,346 49	1,499,726 50
6 Grand Totals, 1916	45,836 21	899,938 22	467,758 78	1,413,533 21
7 Increases	17,290 46	166,315 12	.....	86,193 29
8 Decreases	.....	.....	97,412 29	.....
9 Percentages	4.21	71.09	24.69	.....

Cost per pupil, enrolled attendance: Rural Schools, $17.05; Cities, $21.87;

SEPARATE SCHOOLS—Continued

STATEMENT, ETC.—Concluded

	Expenditure						
	Teachers' Salaries	Sites and building school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Value of school sites, buildings and furniture	Value of equipment
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
51	906 00	.....	.....	165 43	1,071 43	3,000 00	114 00
52	1,500 00	2,100 00	100 00	1,372 00	5,072 00	3,500 00	450 00
53	4,053 43	30 20	104 06	1,372 18	5,559 87	2,500 00	1,500 00
54	3,462 00	806 94	25 00	1,324 26	5,618 20	15,000 00	450 00
55	9,038 69	3,550 54	845 19	8,487 73	21,922 15	60,000 00	3,200 00
56	1,640 00	.....	.....	1,924 94	3,564 94	15,000 00	1,100 00
57	1,597 00	733 29	41 91	394 40	2,766 60	6,000 00	410 00
58	3,287 76	.....	.....	2,752 30	6,040 06	3,000 00	500 00
59	930 00	302 39	67 59	1,020 32	2,320 30	8,500 00	1,266 00
60	1,125 00	25 45	14 31	250 00	1,414 76	25,000 00	171 00
61	1,230 00	606 05	50 45	914 59	2,801 09	20,000 00	528 00
62	300 00	568 80	18 65	246 60	1,134 05	4,000 00	124 00
63	1,750 00	1,478 82	53 69	1,043 95	4,326 46	30,000 00	917 00
64	2,050 00	608 92	.....	867 00	3,525 92	16,700 00	610 00
65	625 00	.....	50 00	104 00	779 00	2,800 00	500 00
66	519 62	54 57	30 00	232 50	836 69	3,000 00	28 00
	134,005 99	50,363 13	4,066 94	77,175 03	265,611 09	1,020,125 00	53,892 00
1	183,028 41	38,006 96	5,294 80	59,140 88	285,471 05	611,346 00	36,062 00
2	302,690 78	165,924 72	14,849 62	250,307 66	733,772 78	3,426,390 00	118,876 00
3	134,005 99	50,363 13	4,066 94	77,175 03	265,611 09	1,020,125 00	53,892 00
4	15,363 94	7,808 40	624 81	5,071 00	28,868 15	96,200 00	4,654 00
5	635,089 12	262,103 21	24,836 17	391,694 57	1,313,723 07	5,154,061 00	213,484 00
6	535,661 15	395,289 03	17,709 35	294,669 63	1,243,329 16	.....	.....
7	99,427 97	.....	7,126 82	97,024 94	70,393 91	.....	.....
8	.....	133,185 82	.....	.....	.....	.....	.....
9	48.34	19.95	1.89	29.81	.....	.....	.....

Towns, $14.54; Villages, $19.25; Province, $18.75.

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools	Teachers														
	No. of schools	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	No. who have ever attended a Model School in Ont.	No. who have ever attended a Normal Sch'l in Ont.	No. who have ever attended the Normal College or F. of E. in Ont.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
					$	$								
1 Bruce	9	15	1	14	625	499	.....	8	2	....	2	8	....	....
2 Carleton	18	24	1	23	450	389	8	9	.....	....	....	7	8	2
3 Essex	26	36	2	34	600	562	14	14	1	....	1	12	15	1
4 Frontenac	11	11	1	10	600	525	1	10	.....	....	....	9	2	....
5 Grey	7	7	1	6	575	562	1	5	1	....	1	5	1	....
6 Hastings	6	6	....	6	....	512	2	4	.....	....	....	3	2	....
7 Huron	9	11	....	11	....	541	1	10	.....	....	....	8	3	....
8 Kent	7	8	1	7	600	507	4	4	.....	....	....	4	4	....
9 Lambton	1	1	....	1	....	550	.....	1	.....	....	....	1	....	....
10 Lanark	3	3	....	3	....	517	1	2	.....	....	1	1	1	....
11 Leeds & Grenville	2	2	....	2	....	375	1	.....	.....	....	....	....	1	....
12 Lennox & Add'gton	2	1	....	1	....	550	.....	1	.....	....	....	1	....	....
13 Middlesex	5	5	....	5	....	555	.....	5	.....	....	....	5	....	....
14 Norfolk	1	1	....	1	....	600	.....	1	.....	....	....	1	....	....
15 Northumberland and Durham	6	6	....	6	....	512	2	4	.....	....	....	4	2	....
16 Ontario	1	1	....	1	....	700	.....	1	.....	....	....	1	....	....
17 Peel	1	1	....	1	....	500	.....	1	.....	....	....	1	....	....
18 Perth	7	10	1	9	600	645	.....	7	3	....	3	7	....	....
19 Peterborough	2	2	....	2	....	625	.....	2	.....	....	....	2	....	....
20 Prescott & Russell	94	129	7	122	519	392	90	6	1	1	1	6	70	11
21 Renfrew	14	23	1	22	700	506	3	17	.....	....	1	16	....	1
22 Simcoe	4	8	....	8	....	450	1	4	.....	....	....	4	1	....
23 Stormont, Dundas and Glengarry	19	28	1	27	475	464	15	10	2	....	3	8	8	4
24 Victoria	2	2	....	2	....	625	.....	2	.....	....	....	2	....	....
25 Waterloo	7	12	1	11	725	455	.....	7	.....	....	....	7	....	....
26 Wellington	6	6	....	6	....	586	.....	6	.....	....	....	6	....	....
27 Districts	45	61	1	60	1025	444	24	4	2	....	1	4	16	5
Totals	315	420	19	401	590	463	168	145	12	1	14	133	134	24
Cities														
1 Belleville	1	7	....	7	....	286	5	5	.....	....	....	5	....	....
2 Brantford	2	10	....	10	....	340	.....	5	1	....	1	5	....	....
3 Chatham	1	8	....	8	....	437	.....	7	1	....	1	7	....	....
4 Fort William	4	20	....	20	....	567	2	16	.....	....	....	16	2	....
5 Galt	1	3	....	3	....	533	1	2	.....	....	....	2	1	....
6 Guelph	3	11	....	11	....	409	.....	6	1	....	1	5	1	....
7 Hamilton	12	57	....	57	....	377	27	26	3	....	3	24	2	....
8 Kingston	3	15	1	14	950	371	15	12	.....	....	....	12	....	....
9 Kitchener	2	17	....	17	....	379	.....	15	.....	....	....	15	....	....
10 London	9	31	....	31	....	330	1	24	6	2	6	24	....	....
11 Niagara Falls	1	4	....	4	....	400	3	1	.....	....	....	1	2	....
12 Ottawa	42	200	38	162	700	458	89	72	2	....	7	74	46	7
13 Peterborough	4	27	....	27	....	368	8	22	4	....	4	22	....	....
14 Port Arthur	2	10	....	10	....	530	2	9	.....	....	....	9	....	....
15 St. Catharines	3	10	....	10	....	400	3	5	.....	....	....	5	1	....
16 St. Thomas	1	6	....	6	....	300	2	4	.....	....	....	4	....	....
17 Sarnia	2	8	....	8	....	325	3	4	1	1	1	4	....	....
18 Sault Ste. Marie	3	14	....	14	....	514	.....	9	.....	....	....	9	2	....
19 Stratford	1	8	....	8	....	375	.....	4	.....	....	....	4	....	....
20 Toronto	28	178	25	153	612	449	22	127	7	5	7	127	3	....
21 Windsor	5	30	....	30	....	393	4	23	3	....	3	22	4	....
22 Woodstock	1	3	....	3	....	300	.....	3	.....	....	....	3	....	....
Totals	131	677	64	613	670	425	187	401	29	8	34	399	64	7

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	.....	5	671	349	322	501	75	118	97	174	140	135	7	671
2	6	1	1,014	521	493	558	55	350	199	219	147	97	2	817
3	5	2	1,677	862	815	978	58	532	258	353	278	244	12	1,375
4	.....	.....	254	145	109	147	58	42	27	43	51	83	8	250
5	.....	.....	214	107	107	121	57	37	23	34	59	61	.....	214
6	1	.....	154	70	84	92	60	28	22	29	35	39	1	142
7	.....	.....	320	159	161	223	70	66	36	53	85	69	11	320
8	.....	.....	351	177	174	196	56	139	38	45	51	77	1	351
9	.....	.....	36	14	22	28	78	7	5	5	11	8	.....	36
10	.....	.....	88	41	47	53	60	9	13	21	13	26	6	78
11	1	.....	15	6	9	9	60	3	2	6	1	3	.....	11
12	.....	.....	35	15	20	19	54	4	2	5	13	11	.....	35
13	.....	.....	103	58	45	70	68	15	21	12	32	23	.....	103
14	.....	.....	57	19	38	39	68	6	8	8	14	21	.....	57
15	.....	.....	114	71	43	68	60	27	12	18	25	30	2	110
16	.....	.....	53	22	31	39	74	14	3	12	11	12	1	53
17	.....	.....	24	14	10	13	54	3	3	5	9	4	.....	24
18	.....	.....	415	201	214	275	66	72	51	51	82	99	60	415
19	.....	.....	78	47	31	53	68	10	11	15	15	27	.....	78
20	38	3	5,682	2,842	2,840	3,590	63	2,124	1,146	1,043	853	469	47	4,834
21	4	1	841	427	414	508	60	242	102	137	162	140	58	780
22	2	1	344	161	183	239	69	107	48	74	69	46	.....	344
23	4	1	1,055	510	545	604	57	256	226	177	176	120	100	1,008
24	.....	.....	90	46	44	63	70	10	13	19	19	28	1	90
25	2	3	472	244	228	344	73	83	62	122	134	71	.....	472
26	.....	.....	141	68	73	89	63	35	12	31	29	34	.....	141
27	35	.....	2,444	1,200	1,244	1,241	51	1,089	496	446	255	158	.....	2,244
	98	17	16,742	8,396	8,346	10,160	60.68	5,428	2,936	3,157	2,769	2,135	317	15,053
1	1	1	308	147	161	214	69	67	48	47	68	78	.....	308
2	.....	4	505	231	274	401	79	173	90	59	119	64	.....	505
3	.....	.....	405	193	212	301	74	143	58	52	85	67	.....	405
4	1	1	1,081	575	506	742	69	439	191	207	118	126	.....	1,081
5	.....	.....	147	68	79	108	73	31	24	41	36	15	.....	147
6	.....	4	554	320	234	395	71	123	75	140	104	112	.....	554
7	1	27	2,628	1,313	1,315	2,141	81	718	495	413	579	345	78	2,550
8	.....	3	716	400	316	551	77	194	113	132	177	100	.....	716
9	.....	2	918	481	437	705	77	155	131	236	207	189	.....	918
10	.....	1	1,161	591	570	866	75	269	180	202	245	179	86	1,127
11	.....	1	211	106	105	154	73	54	21	43	51	42	.....	211
12	43	23	9,504	4,569	4,935	6,247	66	2,560	1,771	2,287	1,554	1,097	235	8,818
13	.....	1	1,330	636	694	893	67	279	214	185	202	258	192	1,245
14	.....	1	504	237	267	389	77	172	137	93	73	29	.....	504
15	.....	4	527	269	258	356	68	108	85	113	120	101	.....	527
16	.....	2	247	127	120	179	72	70	35	38	54	50	.....	247
17	.....	3	311	151	160	272	87	73	52	50	59	77	.....	311
18	3	.....	628	305	323	467	74	158	148	106	115	101	.....	628
19	.....	4	367	196	171	283	77	54	77	57	91	88	.....	367
20	.....	41	9,668	5,111	4,557	6,540	68	2,244	1,688	2,084	1,794	1,292	566	9,668
21	.....	1	1,705	848	857	1,150	67	388	374	348	355	240	.....	1,705
22	.....	.....	125	53	72	94	75	35	19	18	32	21	.....	125
	49	124	33,550	16,927	16,623	23,448	69.88	8,507	6,026	6,951	6,238	4,671	1,157	32,667

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Bruce	553	671	671	671	142	456	456	671	671	671	7
2 Carleton	787	692	760	859	376	149	395	785	836	783	2
3 Essex	1,235	1,090	1,287	1,469	476	396	752	1,249	1,255	1,351	1
4 Frontenac	212	194	210	231	97	135	157	217	239	254	....
5 Grey	177	214	214	214	61	154	154	214	214	214	....
6 Hastings	117	65	128	135	37	45	75	120	116	136	2
7 Huron	254	320	320	320	80	218	218	320	320	320	5
8 Kent	276	166	311	311	104	119	205	260	221	282	....
9 Lambton	36	36	36	36	8	19	19	36	36	36	....
10 Lanark	61	78	65	67	33	33	33	59	78	78	1
11 Leeds & Grenville	11	13	11	11	5	9	10	10	11	15	....
12 Lennox & Add'tn.	31	4	31	31	12	23	24	29	35	35	....
13 Middlesex	99	103	103	103	27	62	65	103	103	103	....
14 Norfolk	57	57	57	57	21	35	35	57	57	57	....
15 Northumberland and Durham	103	93	105	106	39	36	48	105	110	111	....
16 Ontario	53	53	43	43	24	43	26	43	53	53	....
17 Peel	24	24	24	24	4	13	13	24	24	24	....
18 Perth	334	415	415	415	150	292	292	367	367	415	....
19 Peterborough	66	76	66	72	34	28	41	66	71	78	....
20 Prescott&Russell	3,976	3,527	3,440	4,630	2,110	810	3,779	3,752	3,614	4,600	137
21 Renfrew	660	566	683	701	238	421	479	686	714	763	26
22 Simcoe	344	327	250	283	90	84	94	236	311	344	....
23 Stormont, Dundas and Glengarry	822	952	857	930	327	499	575	764	875	1,001	33
24 Victoria	90	90	90	90	29	39	48	90	90	90	1
25 Waterloo	389	472	472	472	71	327	327	472	472	472	....
26 Wellington	106	141	141	141	34	94	94	141	141	141	....
27 Districts	1,677	2,233	2,098	2,307	290	652	1,167	2,021	1,958	2,322	18
Totals	12,550	12,672	12,888	14,729	4,919	5,191	9,581	12,897	12,992	14,749	233
Cities											
1 Belleville	241	308	308	308	146	78	146	241	241	308	....
2 Brantford	332	505	505	505	64	242	242	505	505	505	....
3 Chatham	405	405	405	405	67	204	262	405	405	405	....
4 Fort William	1,081	1,081	1,081	1,081	126	244	451	1,081	1,081	1,081	....
5 Galt	116	147	147	147	15	92	92	147	147	147	....
6 Guelph	431	554	554	554	112	356	356	554	554	554	....
7 Hamilton	2,628	2,628	2,628	2,628	345	424	1,415	2,550	2,550	2,628	78
8 Kingston	514	716	300	514	100	100	514	100	514	716	....
9 Kitchener	763	918	918	918	189	632	632	918	918	918	....
10 London	1,161	1,161	1,161	1,161	231	500	702	1,075	1,075	1,161	34
11 Niagara Falls	211	211	211	211	42	93	136	211	211	211	....
12 Ottawa	7,809	8,074	8,441	8,688	3,361	1,858	2,189	6,664	8,426	7,350	187
13 Peterborough	1,181	1,330	1,330	1,330	449	576	592	1,138	1,330	1,138	....
14 Port Arthur	504	504	504	504	29	102	195	504	504	504	....
15 St. Catharines	527	527	527	527	101	101	527	527	527	527	....
16 St. Thomas	247	247	247	247	50	50	94	247	247	247	....
17 Sarnia	311	311	311	311	77	93	171	311	311	311	....
18 Sault Ste. Marie	628	628	628	628	101	216	216	628	628	628	....
19 Stratford	313	367	367	367	88	236	236	367	367	367	....
20 Toronto	9,668	9,668	9,668	9,668	1,660	3,290	3,997	9,668	9,668	9,668	125
21 Windsor	1,705	1,705	1,705	1,705	497	259	430	1,705	1,705	1,705	....
22 Woodstock	125	125	125	125	21	53	90	125	125	125	....
Totals	30,901	32,120	32,071	32,532	7,871	9,799	13,685	29,671	32,039	31,204	424

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Maps, Globes and Prizes: Number of Globes	Maps, Globes and Prizes: No. of Schools giving Prizes	Number of Trees planted on Arbor Day
1	7	7	.....	5	.....	.....	....	214	.....	....	195	37	.....	125	13	5	15
2	2	.....	.....	...	.....	721	....	....	.....	....	154	147	147	163	19	7	14
3	12	12	6	...	.....	1,260	....	....	7	....	216	93	.....	225	26	12	5
4	6	6	6	6	.....	.....	....	....	2	....	131	65	.....	92	10	5	2
5	....	.....	.....	...	.....	.....	....	....	.....	....	86	11	.....	93	7	3	3
6	1	1	1	...	1	.....	....	....	.....	....	.....	.....	.....	79	7	1	....
7	6	6	3	...	.....	.....	....	....	5	....	82	74	.....	113	12	4	10
8	1	1	1	...	1	255	....	....	1	....	61	29	.....	70	7	2	....
9	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	13	1	....	....
10	6	6	3	6	5	.....	....	....	.....	....	20	35	35	31	3	....	....
11	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	24	2	....	....
12	....	.....	.....	...	.....	.....	....	....	.....	....	31	.....	.....	14	3	....	....
13	....	.....	.....	...	.....	.....	....	....	.....	....	52	.....	.....	53	5	3	....
14	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	15	1	....	....
15	2	2	.....	2	2	.....	....	....	.....	....	41	26	.....	58	6	6	6
16	....	.....	.....	...	.....	.....	....	....	.....	....	24	.....	.....	7	1	....	....
17	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	10	1	....	....
18	51	57	36	44	31	.....	....	....	48	....	125	.....	.....	97	7	....	1
19	....	.....	.....	...	.....	.....	....	....	.....	....	71	.....	.....	20	2	1	12
20	71	38	.....	5	70	5,371	....	....	47	....	.....	346	.....	575	90	32	100
21	34	58	31	58	48	103	....	....	44	....	31	24	.....	131	15	5	12
22	....	.....	.....	...	282	.....	....	....	.....	....	26	.....	.....	52	5	2	65
23	68	90	90	30	35	569	....	....	64	....	72	36	78	178	19	5	7
24	1	1	.....	...	.....	.....	....	....	.....	1	70	.....	.....	18	2	1	....
25	....	.....	.....	...	.....	.....	....	182	.....	....	118	209	28	104	9	5	6
26	....	.....	.....	...	.....	.....	....	....	.....	....	63	19	.....	78	7	3	....
27	....	.....	.....	...	.....	2,154	....	....	.....	....	62	189	.....	227	36	15	25
	268	285	177	156	475	10,433	....	396	218	1	1,731	1,340	288	2,665	316	117	283
1	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	21	3	1	....
2	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	31	2	1	....
3	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	25	5	1	....
4	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	29	4	4	....
5	....	.....	.....	...	.....	.....	....	....	.....	....	.....	55	.....	8	1	....	....
6	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	18	25	5	....	....
7	78	.....	.....	...	.....	.....	....	....	.....	78	.....	.....	.....	174	50	10	10
8	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	12	8	....	....
9	....	.....	.....	...	.....	.....	....	736	.....	....	.....	40	59	42	5	....	....
10	86	76	52	52	52	.....	....	....	.....	34	.....	.....	.....	88	15	8	....
11	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	8	2	....	....
12	68	68	50	...	68	4,494	....	....	68	....	112	3,095	383	406	59	....	12
13	138	192	108	192	192	.....	1	....	138	....	360	198	46	65	8	1	....
14	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	14	2	1	....
15	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	39	3	....	....
16	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	17	2	....	....
17	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	25	2	1	....
18	....	.....	.....	...	.....	.....	....	....	.....	....	.....	31	28	17	3	1	....
19	....	.....	.....	...	.....	.....	....	....	.....	....	.....	184	95	30	2	1	....
20	313	435	355	435	486	234	....	....	487	125	.....	.....	.....	159	30	....	....
21	....	.....	.....	...	.....	137	....	....	.....	....	.....	.....	.....	58	9	5	....
22	....	.....	.....	...	.....	.....	....	....	.....	....	.....	.....	.....	15	3	1	....
	683	771	565	679	798	4,865	1	736	693	237	472	3,603	629	1,308	223	36	22

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns	No. of schools	Teachers: Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Coll. or F. of E. in Ontario	Number of University graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
					$	$								
1 Alexandria ...	2	12	....	12	....	250	1	2	1	....	1	2	1	...
2 Almonte	1	3	....	3	....	450	3	2	.....	....	....	2	.....	...
3 Amherstburg .	2	8	....	8	....	300	3	5	.....	....	....	5	.....	...
4 Arnprior.....	2	8	....	8	....	350	5	4	.....	....	....	5	.....	...
5 Barrie	1	4	....	4	....	375	.....	1	.....	....	....	1	.....	...
6*Bonfield	1	2	1	1	575	450	.....	.....	.....	....	....	.....	.....	...
7 Brockville	1	8	....	8	....	300	4	.....	.....	....	....	5	1	...
8 Cache Bay	1	2	....	2	....	500	1	1	.....	....	....	1	.....	1
9 Charlton	1	1	....	1	....	600	.....	1	.....	....	....	1	.....	...
10 Chelmsford ...	1	4	....	4	....	369	.....	1	.....	....	....	1	.....	...
11 Cobalt	2	11	....	11	....	561	1	4	.....	....	....	4	1	...
12 Cobourg	1	4	....	4	....	325	.....	4	.....	....	....	4	.....	...
13 Cochrane.....	1	5	....	5	....	400	.....	.....	.....	....	....	.....	.....	...
14 Collingwood ..	1	2	....	2	....	675	.....	2	.....	....	....	2	.....	...
15 Cornwall	4	20	7	13	429	410	13	7	.....	....	....	5	10	...
16 Dundas	1	3	....	3	....	363	2	1	.....	....	....	1	.....	...
17 Eastview	1	11	1	10	750	310	7	.....	.....	....	....	.....	7	2
18 Ford	2	6	....	6	....	396	4	1	1	....	1	1	2	...
19 Fort Frances ..	1	4	....	4	....	375	.....	.....	.....	....	....	.....	.....	...
20 Goderich	1	2	....	2	....	325	.....	1	.....	....	....	1	.....	...
21 Hanover.....	1	2	....	2	....	525	.....	2	.....	....	....	2	.....	...
22 Haileybury ...	1	6	....	6	....	550	1	1	.....	....	....	1	2	...
23 Hawkesbury ..	3	21	4	17	450	218	3	1	.....	....	....	1	4	3
24 Ingersoll	1	2	....	2	....	300	1	1	.....	....	....	1	.....	...
25 Kearney	1	1	....	1	....	550	.....	1	.....	....	....	1	.....	...
26 Keewatin.	1	1	....	1	....	550	1	.....	.....	....	....	.....	1	...
27 Kenora	2	7	....	7	....	236	.....	.....	.....	....	....	.....	.....	...
28 Lindsay	2	7	1	6	1025	375	.....	7	.....	....	....	7	.....	...
29*Massey	1	2	....	2	....	500	1	1	.....	....	....	.....	2	...
30 Mattawa	1	6	....	6	....	392	3	2	.....	....	....	2	3	...
31 Mount Forest .	1	2	....	2	....	350	.....	1	.....	....	....	1	.....	...
32 New Liskeard	1	1	....	1	....	650	.....	1	.....	....	....	1	.....	...
33 Newmarket...	1	1	....	1	....	625	.....	1	.....	....	....	1	.....	...
34 North Bay....	3	17	....	17	....	476	6	11	.....	....	....	12	5	...
35 Oakville	1	1	....	1	....	525	.....	.....	1	....	1	.....	.....	...
36 Orillia	1	4	....	4	....	400	.....	3	.....	....	....	3	.....	...
37 Oshawa	1	3	....	3	....	400	1	2	.....	....	....	2	.....	...
38 Owen Sound ..	1	4	....	4	....	300	.....	3	.....	1	....	3	.....	...
39 Paris	1	2	....	2	....	300	1	1	.....	....	....	1	.....	...
40 Parkhill.....	1	1	....	1	....	600	.....	1	.....	....	....	1	.....	...
41 Pembroke.....	1	12	....	12	....	462	.....	8	.....	....	....	8	.....	...
42 Perth	1	4	....	4	....	350	4	4	.....	....	....	4	.....	...
43 Picton	1	1	....	1	....	600	1	1	.....	....	....	1	.....	...
44 Prescott	1	4	....	4	....	400	3	2	.....	....	....	2	1	...
45 Preston.....	1	4	....	4	....	300	1	1	.....	....	....	1	1	...
46 Rainy River ..	1	1	....	1	....	500	.....	.....	.....	....	....	.....	.....	...
47 Renfrew.....	1	8	....	8	....	331	.....	5	.....	....	....	5	.....	...
48*Rockland.....	2	15	....	15	....	260	4	.....	.....	....	....	.....	8	3
49 St. Mary's	1	2	....	2	....	350	.....	1	.....	....	....	1	.....	...
50 Sandwich.....	2	7	....	7	....	357	2	5	.....	....	....	3	4	...
51 Seaforth.....	1	2	....	2	....	450	.....	2	.....	....	....	2	.....	...
52 Smith's Falls.	1	5	....	5	....	300	4	3	.....	....	....	3	.....	...
53 Steelton	2	9	....	9	....	444	4	3	.....	....	....	2	2	3

*No report received for 1917.

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
1	1	7	629	291	338	423	67	215	109	113	106	86	.....	629
2	.....	1	146	66	80	95	65	30	25	18	44	29	.....	146
3	.....	3	282	109	173	215	76	71	38	44	70	35	24	282
4	1	2	435	222	213	294	68	138	59	103	67	68	.....	435
5	.....	3	165	78	87	121	73	32	21	31	32	49	.....	165
6	2	.....	137	61	76	76	55	65	30	21	10	11	.....	40
7	.....	2	317	147	170	229	72	57	78	78	57	47	.....	317
8	.....	.....	152	91	61	73	48	71	16	53	3	9	.....	152
9	.....	.....	57	26	31	30	53	28	8	7	4	10	.....	57
10	2	1	180	78	102	117	65	40	33	43	41	21	2	180
11	6	.....	633	334	299	366	58	217	104	169	78	65	.....	633
12	.....	.....	139	68	71	103	74	28	9	34	32	36	.....	139
13	5	.....	311	156	155	167	54	89	74	99	45	4	.....	311
14	.....	.....	100	50	50	66	66	27	11	16	24	22	.....	100
15	.....	5	1,063	489	574	769	72	360	240	203	155	105	.....	1,063
16	.....	2	116	63	53	85	73	15	28	24	28	21	.....	116
17	2	.....	592	253	339	416	70	330	144	50	39	29	.....	592
18	1	1	334	175	159	237	71	121	85	71	31	26	.....	334
19	4	.....	192	97	95	107	56	76	26	37	31	21	1	192
20	.....	1	82	40	42	57	70	13	9	12	22	26	.....	82
21	.....	.....	92	46	46	65	71	15	11	45	14	7	.....	92
22	3	.....	365	221	144	211	58	94	63	120	48	40	.....	365
23	13	.....	1,094	514	580	743	68	408	318	198	116	37	17	1,094
24	.....	1	108	53	55	77	71	31	12	18	26	21	.....	108
25	.....	.....	37	19	18	26	70	8	11	6	7	5	.....	37
26	.....	.....	30	12	18	16	53	4	12	11	3	.....	.....	30
27	7	.....	261	138	123	177	68	100	34	62	26	39	.....	261
28	.....	.....	304	149	155	223	73	39	59	64	61	81	.....	298
29	.....	.....	126	49	77	56	44	75	12	26	3	10	.....	39
30	.....	1	310	149	161	206	66	98	49	45	51	61	6	310
31	.....	1	66	28	38	56	85	18	13	13	15	7	.....	66
32	.....	.....	65	44	21	37	57	22	3	20	7	13	.....	65
33	.....	.....	65	41	24	39	60	20	10	8	13	14	.....	65
34	.....	.....	902	438	464	660	73	206	195	168	180	153	.....	902
35	.....	.....	42	15	27	22	52	15	3	5	4	15	.....	42
36	.....	1	183	101	82	128	70	32	30	43	36	42	.....	183
37	.....	1	147	78	69	99	67	48	13	33	32	21	.....	147
38	.....	1	187	104	83	132	71	32	29	47	43	36	.....	187
39	.....	1	70	35	35	55	79	23	8	10	10	19	.....	70
40	.....	.....	41	23	18	26	63	6	9	11	4	11	.....	41
41	.....	4	620	329	291	448	72	227	106	102	89	96	.....	620
42	.....	.....	229	108	121	176	77	30	34	56	55	54	.....	229
43	.....	.....	34	13	21	21	62	3	5	11	7	8	.....	34
44	.....	1	140	82	58	105	75	31	16	30	26	37	.....	140
45	.....	2	210	92	118	164	78	34	38	49	37	52	.....	210
46	1	.....	42	18	24	25	60	22	10	1	7	2	.....	42
47	1	2	484	241	243	333	69	172	64	61	102	85	.....	484
48	4	.....	922	491	431	575	62	417	262	142	77	24	.....	922
49	.....	1	57	27	30	44	77	12	6	8	17	14	.....	57
50	.....	.....	396	206	190	228	58	136	65	132	40	23	.....	260
51	.....	.....	76	44	32	37	49	22	7	13	17	17	.....	76
52	1	1	257	120	137	183	71	90	45	45	42	35	.....	257
53	2	.....	500	248	252	276	55	202	88	106	69	35	.....	500

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Con.	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Alexandria	629	629	629	629	56	160	145	629	629	629	.....
2 Almonte	121	146	121	146	29	31	73	91	121	146	.....
3 Amherstburg ..	282	282	282	282	59	59	129	258	258	282	.....
4 Arnprior.....	367	435	435	435	68	135	238	435	435	435	.....
5 Barrie.....	133	165	165	165	49	112	112	165	165	165	.....
6 Bonfield	70	.....	137	137	42	21	42	137	137	137	.....
7 Brockville	317	317	317	317	47	107	137	317	317	317	.....
8 Cache Bay.....	143	152	143	152	9	143	143	143	143	152	.....
9 Charlton	57	57	57	57	10	34	57	57	57	57	.....
10 Chelmsford	180	180	180	180	107	25	180	180	180	180	23
11 Cobalt.....	405	633	633	633	65	210	330	633	633	197	.....
12 Cobourg	139	139	102	139	38	68	68	139	139	139	.....
13 Cochrane.....	222	311	311	311	4	49	49	311	311	311	.....
14 Collingwood....	73	100	100	100	22	62	62	100	100	100	.....
15 Cornwall	703	1,063	1,063	1,063	260	1,063	1,063	1,063	1,063	1,063	.....
16 Dundas	116	116	116	116	21	49	73	116	116	116	.....
17 Eastview.....	592	592	592	592	61	.....	323	592	592	592	.....
18 Ford	334	334	334	334	26	334	128	334	334	334	.....
19 Fort Frances...	192	192	192	192	22	90	90	192	192	192	1
20 Goderich.....	69	82	82	82	26	60	60	82	82	82	.....
21 Hanover	77	92	92	92	7	66	66	92	92	92	.....
22 Haileybury	365	365	208	208	128	128	128	365	365	365	.....
23 Hawkesbury ...	1,094	1,094	1,094	1,094	54	54	1,094	1,094	1,094	1,094	17
24 Ingersoll	108	108	108	108	21	21	47	108	108	108	.....
25 Kearney.....	37	37	37	37	5	12	12	37	37	37	.....
26 Keewatin	30	30	30	30	.....	11	11	30	30	30	.....
27 Kenora	261	261	261	261	61	50	161	261	261	261	.....
28 Lindsay	206	304	146	146	81	165	165	165	165	304	.....
29 Massey	39	39	39	39	10	10	41	41	41	41	.....
30 Mattawa	310	310	310	310	118	118	118	310	310	310	37
31 Mount Forest ..	48	66	66	66	7	35	35	66	66	66	.....
32 New Liskeard..	65	65	65	65	13	20	20	65	65	65	.....
33 Newmarket	45	65	65	65	14	35	35	65	65	65	.....
34 North Bay.....	902	902	902	902	153	333	501	902	902	902	.....
35 Oakville	42	42	42	42	15	19	42	42	42	42	.....
36 Orillia.....	151	183	183	183	58	42	78	78	183	183	.....
37 Oshawa	147	147	147	147	21	21	53	147	147	147	.....
38 Owen Sound ...	155	187	187	187	36	126	126	187	187	187	.....
39 Paris	70	70	70	70	19	29	29	70	70	70	.....
40 Parkhill.....	35	41	41	41	11	26	26	41	41	41	.....
41 Pembroke	620	620	620	620	96	185	287	620	620	620	.....
42 Perth	165	229	165	229	54	165	165	165	229	229	.....
43 Picton.....	34	34	34	34	15	15	15	34	34	34	.....
44 Prescott.....	93	140	93	93	63	63	63	140	140	140	.....
45 Preston	176	210	210	210	52	138	138	210	210	210	.....
46 Rainy River ...	42	42	42	42	6	6	6	42	42	42	.....
47 Renfrew.....	484	484	484	484	85	139	194	484	484	484	.....
48 Rockland	922	922	80	922	922	50	922	922	922	922	.....
49 St. Mary's.....	45	57	57	57	14	39	39	57	57	57	.....
50 Sandwich.....	260	396	396	396	63	63	195	195	396	396	.....
51 Seaforth.....	54	76	76	76	17	47	47	76	76	76	.....
52 Smith's Falls..	257	257	257	257	21	59	59	257	257	257	.....
53 Steelton	500	500	500	500	35	210	210	500	500	500	.....

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	.....	....	....	....	....	.....	....	....	....	....	....	....	....	18	3	....	....
2	.....	....	....	....	....	.....	....	....	....	....	....	....	....	12	1	....	....
3	24	24	4	....	10	223	....	....	24	....	....	....	....	22	2	....	....
4	.....	....	....	....	....	.....	....	....	....	....	....	176	....	20	2	....	....
5	.....	....	....	....	....	.....	....	....	....	....	81	....	....	35	4	....	....
6	.....	....	....	....	....	137	....	....	....	....	....	....	....	10	1	....	....
7	.....	....	....	....	....	.....	....	....	....	....	....	147	....	13	4	1	....
8	.....	....	....	....	....	148	....	....	....	....	....	....	....	8	2	1	....
9	.....	....	....	....	....	.....	....	....	....	....	....	....	....	6	1	1	....
10	2	2	....	....	2	172	....	....	2	2	....	180	....	12	2	1	10
11	.....	....	....	....	....	436	....	....	....	....	....	....	....	12	3	1	....
12	.....	....	....	....	....	.....	....	....	....	....	....	....	....	14	1	....	....
13	.....	....	....	....	....	251	....	....	....	....	....	....	....	10	1	....	....
14	.....	....	....	....	....	.....	....	....	....	....	46	22	24	21	2	1	....
15	.....	....	....	....	....	.....	....	....	....	....	....	....	....	50	6	....	....
16	.....	....	....	....	....	.....	....	....	....	....	....	....	....	10	1	....	....
17	.....	....	....	....	....	592	....	....	....	....	....	....	....	30	2	1	....
18	.....	....	....	....	....	300	....	....	....	....	....	....	....	7	2	1	....
19	1	1	....	....	....	.....	....	....	....	....	....	....	....	14	2	1	....
20	.....	....	....	....	....	.....	....	....	....	....	....	....	....	12	2	1	....
21	.....	....	....	....	....	.....	....	....	....	....	21	....	....	5	1	1	30
22	.....	....	....	....	....	88	....	....	....	....	....	....	....	1	1	....	....
23	17	17	....	....	17	1,077	....	....	17	....	....	....	....	62	11	....	....
24	.....	....	....	....	....	.....	....	....	....	....	....	....	....	15	1	....	....
25	.....	....	....	....	....	.....	....	....	....	....	....	....	....	10	1	1	....
26	.....	....	....	....	....	10	....	....	....	....	....	....	....	6	1	1	....
27	.....	....	....	....	....	261	....	....	....	....	....	50	102	36	1	....	....
28	.....	....	....	....	....	.....	....	....	....	....	84	....	....	22	2	....	....
29	.....	....	....	....	....	90	....	....	....	....	....	....	....	4	1	....	....
30	6	6	6	....	4	170	....	....	6	....	67	310	....	22	1	1	....
31	.....	....	....	....	....	.....	....	....	....	....	....	....	....	15	1	1	....
32	.....	....	....	....	....	.....	....	....	....	....	....	....	....	5	1	....	....
33	.....	....	....	....	....	.....	....	....	....	....	....	....	....	10	1	....	....
34	.....	....	....	....	....	299	....	....	....	....	....	....	....	20	5	....	....
35	.....	....	....	....	....	.....	....	....	....	....	....	....	....	4	1	....	....
36	.....	....	....	....	....	.....	....	....	....	....	....	....	....	21	2	....	....
37	.....	....	....	....	....	.....	....	....	....	....	....	....	....	12	1	....	....
38	.....	....	....	....	....	.....	....	....	....	....	79	....	48	15	1	1	....
39	.....	....	....	....	....	.....	....	....	....	....	....	....	....	3	1	1	....
40	.....	....	....	....	....	.....	....	....	....	....	....	....	....	9	2	....	....
41	.....	....	....	....	....	73	....	....	....	....	....	....	....	32	1	....	....
42	.....	....	....	....	....	.....	....	....	....	....	....	....	....	12	1	1	....
43	.....	....	....	....	....	.....	....	....	....	....	....	....	....	11	1	....	....
44	.....	....	....	....	....	.....	....	....	....	....	....	....	....	12	1	....	....
45	.....	....	....	....	....	.....	....	....	....	....	....	....	....	8	1	1	....
46	.....	....	....	....	....	32	....	....	....	....	....	....	....	2	1	1	12
47	.....	....	....	....	....	.....	....	....	....	....	....	....	....	16	1	1	....
48	.....	....	....	....	....	920	....	....	....	....	....	....	....	32	9	....	....
49	.....	....	....	....	....	.....	....	....	....	....	....	....	....	10	1	....	....
50	.....	....	....	....	....	341	....	....	....	....	....	....	....	9	2	....	....
51	.....	....	....	....	....	.....	....	....	....	....	34	....	....	13	1	....	....
52	.....	....	....	....	....	.....	....	....	....	....	77	17	25	9	2	....	....
53	.....	....	....	....	....	500	....	....	....	....	....	....	....	22	1	....	....

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Continued	Teachers													
	No. of Schools	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Coll. or F. of E. in Ontario	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
					$	$								
54 Sturgeon Falls	1	10	....	16	...	375	6	.....	.....	....	....	.....	.....	6
55 Sudbury ..	2	16	....	16	...	550	7	6	.....	....	....	6	3	....
56 Thorold ...	1	4	....	4	...	400	3	1	.....	....	....	1	.....	....
57 Tilbury....	1	5	....	5	...	310	4	1	.....	....	....	1	1	....
58 Timmins ..	2	5	....	5	...	840	4	.....	.....	....	....	.....	3	1
59 Trenton ...	1	4	....	4	...	300	2	2	.....	....	....	2	2	....
60 Vankleek Hill.....	1	5	....	5	...	250	3	1	.....	....	....	.....	.....	2
61 Walkerton .	1	4	....	4	...	300	.....	.....	.....	....	....	.....	.....	....
62 Walkerville	1	3	....	3	...	275	.....	1	.....	....	....	1	.....	....
63 Wallaceb'rg	1	6	....	6	...	292	1	4	.....	....	....	4	1	....
64 Waterloo ..	1	5	....	5	...	400	.....	.....	.....	....	....	.....	.....	....
65 Weston....	1	1	....	1	...	625	.....	1	.....	....	....	1	.....	....
66 Whitby....	1	1	....	1	...	575	1	1	.....	....	....	1	.....	....
Totals.....	85	354	14	340	511	385	116	130	3	1	3	130	65	21
Totals														
1 Rur'l Schools	315	420	19	401	590	463	168	145	12	1	14	133	134	24
2 Cities	131	677	64	613	670	425	187	401	29	8	34	399	64	7
3 Towns	85	354	14	340	511	385	116	130	3	1	3	130	65	21
4 Villages	17	37	1	36	550	416	9	18	3	....	3	19	3	2
5 Gd. Totals, 1917.....	548	1,488	98	1,390	630	426	480	694	47	10	54	681	266	54
6 Gd. Totals, 1916.....	539	1,454	92	1,362	654	407	427	668	44	13	49	666	254	45
7 Increases ...	9	34	6	28	...	19	53	26	3	....	5	15	12	9
8 Decreases...	...	.....	....	.....	24	...	.....	.....	.....	3	....	.....	.....	....
9 Percentages.	...	.....	6.58	93.41	...	...	32.25	46.63	3.15	.67	3.63	45.76	17.87	3.63

SEPARATE SCHOOLS—Continued

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Temporary	Permanent Ungraded	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Reading						Art
								First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	
54	4	.....	529	250	279	348	66	187	149	87	52	50	4	529
55	5	2	937	454	483	548	58	307	279	166	95	90	.....	937
56	.....	3	230	113	117	173	75	86	26	46	46	26	.....	230
57	3	.....	268	122	146	175	65	86	55	77	20	30	.....	268
58	1	.....	285	125	160	193	68	144	57	40	42	2	.....	285
59	.....	.....	217	132	85	139	64	67	44	22	48	36	.....	217
60	.....	3	230	100	130	128	56	57	32	43	43	55	.....	230
61	.....	4	185	111	74	150	81	24	29	43	43	46	.....	185
62	1	1	152	76	76	97	64	30	28	25	41	28	.....	152
63	1	.....	314	131	183	211	67	119	45	59	51	40	.....	314
64	.....	5	255	121	134	204	80	46	44	60	56	49	.....	255
65	.....	.....	72	32	40	44	61	14	9	11	23	15	.....	72
66	.....	.....	59	25	34	41	69	14	5	13	13	14	.....	59
	71	64	18,257	8,962	9,295	12,166	66.63	5,896	3,589	3,627	2,776	2,315	54	17,931
1	98	17	16,742	8,396	8,346	10,160	60.68	5,428	2,936	3,157	2,769	2,135	317	15,053
2	49	124	33,550	16,927	16,623	23,448	69.88	8,507	6,026	6,951	6,238	4,671	1,157	32,667
3	71	64	18,257	8,962	9,295	12,166	66.63	5,896	3,589	3,627	2,776	2,315	54	17,931
4	2	8	1,499	751	748	1,145	76.38	442	222	224	283	302	26	1,499
5	220	213	70,048	35,036	35,012	46,919	66.98	20,273	12,773	13,959	12,066	9,423	1,554	67,150
6	229	211	69,265	35,410	33,855	46,197	66.69	20,296	11,794	13,799	12,061	9,560	1,755	65,809
7	.....	2	783	.....	1,157	722	.29	.....	979	160	5	.....	.....	1,341
8	9	.....	.....	374	.....	.....	.....	23	.....	.....	.....	137	201	.....
9	14.78	14.31	.....	50.01	49.98	66.98	.....	28.94	18.23	19.92	17.22	13.45	2.21	95.86

ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns—Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
54 Sturgeon Falls	193	193	193	529	54	54	193	529	529	193	.....
55 Sudbury	937	937	937	937	90	185	351	937	937	937	.....
56 Thorold	230	230	230	230	26	26	72	230	230	230	.....
57 Tilbury.....	127	268	127	127	50	30	50	50	127	268	.....
58 Timmins	285	285	285	285	2	44	77	285	285	285	.....
59 Trenton	150	217	217	217	36	84	84	217	217	217	.....
60 Vankleek Hill.	230	230	141	230	55	98	230	230	230	230	.....
61 Walkerton	161	185	185	185	46	132	132	185	185	185	.....
62 Walkerville...	152	152	152	152	28	26	43	152	152	152	.....
63 Wallaceburg ..	314	314	314	314	40	91	91	314	314	314	.....
64 Waterloo	209	255	255	255	49	165	165	255	255	255	.....
65 Weston.....	72	72	72	72	15	15	38	72	72	72	.....
66 Whitby	59	59	59	59	14	27	27	59	59	59	.....
Totals.....	16,102	17,697	16,271	17,667	3,801	6,289	10,183	17,357	17,834	17,400	78
Totals											
1 Rural Schools..	12,550	12,672	12,888	14,729	4,919	5,191	9,581	12,897	12,992	14,749	233
2 Cities.....	30,901	32,120	32,071	32,532	7,871	9,799	13,685	29,671	32,039	31,204	424
3 Towns	16,102	17,697	16,271	17,667	3,801	6,289	10,183	17,357	17,834	17,400	78
4 Villages	1,327	1,076	1,430	1,454	500	477	980	1,368	1,414	1,486	13
5 Gd. Totals, 1917	60,880	63,565	62,660	66,382	17,091	21,756	34,429	61,293	64,279	64,839	748
6 Gd. Totals, 1916	63,384	61,263	60,010	64,984	23,920	26,350	35,067	61,326	62,328	63,352	942
7 Increases	.....	2,302	2,650	1,398	.....	.....	.....	.....	1,951	1,487	.....
8 Decreases.....	2,504	.....	.....	.....	6,829	4,594	638	33	.....	.....	194
9 Percentages ...	86.91	90.74	89.45	94.76	24.39	31.05	49.15	87.50	91.76	92.56	1.06

SEPARATE SCHOOLS—Concluded

PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes: Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
54	....	.....	.....	.....	.....	417	...	.....	.....	...	.....	.....	.....	11	2	1	....
55	....	.....	.....	.....	.....	627	...	.....	.....	...	.....	937	.....	32	5	2	....
56	....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	.....	8	1	1	....
57	....	.....	.....	.....	.....	237	...	.....	.....	...	.....	127	.....	8	3	1	....
58	....	.....	.....	.....	.....	200	...	.....	.....	...	.....	.....	.....	7	1	.....	....
59	....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	36	12	1	1	....
60	....	.....	.....	.....	.....	214	...	.....	.....	...	.....	.....	.....	13	1	.....	....
61	....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	.....	17	3	1	....
62	....	.....	.....	.....	.....	145	...	.....	.....	...	.....	.....	.....	11	1	1	....
63	....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	.....	10	2	1	....
64	....	.....	.....	.....	.....	.....	...	69	.....	...	.....	.....	.....	11	1	1	....
65	....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	.....	5	1	.....	....
66	....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	.....	10	1	.....	....
	50	50	10	.....	33	7,960	...	69	49	2	489	1,966	235	976	127	31	52
1	268	285	177	156	475	10,433	...	396	218	1	1,731	1,340	288	2,665	316	117	283
2	683	771	565	679	798	4,865	1	736	693	237	472	3,603	629	1,308	223	36	22
3	50	50	10	.....	33	7,960	...	69	49	2	489	1,966	235	976	127	31	52
4	18	18	15	17	17	514	...	.....	18	...	.....	131	.....	152	19	6	8
5	1,019	1,124	767	852	1,323	23,772	1	1,201	978	240	2,692	7,040	1,152	5,101	685	190	365
6	1,623	1,594	1,429	1,034	1,690	24,208	213	1,355	1,331	403	2,409	8,836	3,325	4,923	667	185	393
7	....	.....	.....	.....	.....	.....	...	.....	.....	...	283	.....	.....	178	18	5	....
8	604	470	662	182	367	436	212	154	353	163	.....	1,796	2,173	.....	.....	.....	28
9	1.45	1.6	1.09	1.21	1.88	33.93	...	1.71	1.39	.34	3.84	10.05	1.64	*9.3	*1.25	34.67	....

* To each School.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Acton	527 51	527 51	1,010 00	222 50	228 70	2,516 22	2,150 68
2 Agincourt	270 70	270 70	703 78	121 00	1,000 06	2,366 24	1,000 00
3 Alvinston	546 42	1,337 61	539 76	420 00	.....	2,843 79	2,255 00
4 Arkona	213 33	341 45	.....	101 00	314 22	970 00	900 00
5 Ayr	502 40	627 98	942 90	221 00	677 73	2,972 01	1,873 74
6 Bancroft	635 35	635 35	1,004 55	.....	.....	2,275 25	1,797 25
7 Bath	425 95	600 95	751 60	70 00	155 00	2,003 50	1,600 00
8 Beaverton	549 75	649 75	1,283 94	317 00	24 25	2,824 69	2,210 32
9 Beeton	423 49	619 49	2,478 80	225 00	12 00	3,758 78	1,655 00
10 Belmont	556 30	1,427 60	600 00	503 00	17 69	3,104 59	2,044 25
11 Blenheim	538 78	638 78	1,155 14	211 00	.....	2,543 70	1,856 00
12 Blind River	915 20	.....	1,159 55	204 00	.....	2,278 75	1,700 00
13 Blyth	350 30	615 60	798 17	223 75	376 58	2,364 40	1,383 95
14 Bothwell	437 95	537 95	839 82	205 00	19 01	2,039 73	1,650 00
15 Bowesville	229 30	229 30	525 00	13 50	10 20	1,007 30	850 00
16 Bracebridge	1,116 40	.....	2,688 60	342 50	.....	4,147 50	3,842 50
17 Bridgeburg	512 13	612 13	2,075 97	.....	5 00	3,205 23	2,073 52
18 Bruce Mines	1,205 97	.....	12,176 14	.....	1 70	13,383 81	1,970 00
19 Brussels	573 64	1,405 17	300 00	472 50	791 49	3,542 80	2,100 00
20 Burk's Falls	1,066 60	.....	1,496 59	141 00	17 00	2,721 19	2,108 00
21 Burlington	542 45	542 45	1,919 47	368 00	.....	3,372 37	2,500 00
22 Cannington	627 20	630 20	868 60	411 00	.....	2,537 00	1,945 00
23 Cardinal	458 70	608 70	1,132 12	226 00	.....	2,425 52	1,750 00
24 Carp	498 95	498 95	600 00	519 00	1,558 02	3,674 92	1,900 00
25 Chapleau	940 50	.....	1,450 00	.....	573 80	2,964 30	1,950 00
26 Claremont	368 30	468 30	1,025 32	228 00	125 59	2,215 51	1,676 79
27 Clifford	495 26	652 76	978 47	219 50	47 15	2,393 14	1,700 00
28 Cochrane	.....	.....	659 27	.....	.....	659 27	320 00
29 Coldwater	505 75	880 75	950 00	150 00	60 35	2,546 85	1,890 00
30 Comber	407 64	.....	400 00	154 00	756 65	1,718 29	1,500 00
31 Cookstown	517 90	707 90	455 00	163 50	788 98	2,633 28	1,810 63
32 Creemore	410 64	559 64	1,134 42	240 00	13 00	2,357 70	1,700 00
33 Delaware	255 11	255 11	703 06	208 50	258 22	1,680 00	1,000 00
34 Delhi	265 97	365 97	571 53	65 00	.....	1,268 47	1,020 39
35 Drayton	668 86	732 24	1,711 53	563 75	.....	3,676 38	2,875 00
36 Dresden	552 21	538 58	1,158 06	173 32	51 44	2,473 61	2,050 00
37 Drumbo	338 77	488 77	600 00	82 75	586 07	2,096 36	1,400 00
38 Dryden	513 10	.....	984 08	11 00	.....	1,508 18	1,200 00
39 Eganville	484 70	484 20	1,059 46	24 33	344 23	2,396 92	1,800 00
40 Eganville(R.C.S.S)	456 70	456 10	342 68	42 00	572 76	1,870 24	1,500 00
41 Elmira	516 71	645 89	978 94	466 15	.....	2,607 69	1,910 60
42 Elmvale	.....	913 51	7,826 73	66 50	.....	8,806 74	701 98
43 Ennismore	470 00	470 00	500 00	576 00	42 93	2,058 93	1,790 00
44 Erin	369 85	569 85	932 50	262 00	.....	2,134 20	1,541 25
45 Exeter	550 35	1,366 05	1,237 50	731 00	186 16	4,071 06	3,072 90
46 Fenelon Falls	433 00	433 00	1,416 04	117 00	27 00	2,426 04	2,035 00
47 Finch	529 80	794 70	650 00	373 00	2,368 22	4,715 72	1,875 00
48 Fingal	511 30	1,283 13	500 00	73 00	2,238 50	4,605 93	1,900 00
49 Fitzroy Harbour	399 00	499 00	300 00	110 50	349 30	1,657 80	1,420 00
50 Fort Frances	1,109 70	.....	2,227 28	.....	598 17	3,935 15	2,349 20

SCHOOLS
CIAL STATEMENT

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	
1	.....	.....	40 10	302 80	2,493 58	Res. $5; non-res. $7.
2	14 00	9 25	118 36	947 24	2,088 85	$10.
3	155 92	.....	.....	432 86	2,843 78	Res. F. I free; all others $10.
4	.....	.....	6 05	63 95	970 00	$10.
5	.....	.....	109 25	226 52	2,209 51	$10.
6	.....	.....	87 18	178 00	2,062 43	Free.
7	.....	15 00	92 50	296 00	2,003 50	Res. free; non-res. $10.
8	.....	10 10	71 91	532 36	2,824 69	$10.
9	1,654 67	.....	175 00	179 87	3,664 54	Res. F. I free; all others $10.
10	45 25	79 38	82 39	853 32	3,104 59	$10.
11	32 50	45 00	66 40	543 17	2,543 07	Res. free; non-res. $10.
12	.....	53 75	75 00	450 00	2,278 75	$10.
13	.....	194 32	77 95	429 95	2,086 17	$7.50.
14	.....	7 96	62 59	185 80	1,906 35	Res. free; non-res. $10.
15	.....	.....	55 59	95 83	1,001 42	$5.
16	.....	.....	.....	305 00	4,147 50	Res. free; non-res. I $10, II $12.50, III $15.
17	.....	52 20	590 94	488 57	3,205 23	Free.
18	10144 39	.....	433 35	626 11	13,173 85	Free.
19	.....	.....	30 15	268 60	2,398 75	Res. F. I $5, II $7.50; all others $10.
20	340 27	.....	50 00	209 98	2,708 25	$5.
21	47 63	67 58	148 82	608 34	3,372 37	$10.
22	20 00	75 00	22 00	475 00	2,537 00	$10.
23	175 00	67 40	211 62	177 75	2,381 77	$10.
24	.....	.....	166 52	1,115 03	3,181 55	Res. $5; Tp. $15; others $20.
25	551 51	72 76	100 00	228 00	2,902 27	Free.
26	98 00	54 92	75 75	265 17	2,170 63	Res. F. I free; all others $15.
27	.....	22 30	162 55	508 29	2,393 14	$10.
28	.....	.....	339 27	.....	659 27	Free.
29	.....	18 00	129 44	381 68	2,419 12	$10.
30	.....	.....	.....	28 79	1,528 79	$10.
31	29 99	45 49	.....	160 00	2,046 11	$7.50.
32	136 40	.....	.....	521 30	2,357 70	$10.
33	13 67	.....	102 19	201 75	1,317 61	Res. $10; non-res. $12.
34	.....	65 65	81 29	93 26	1,260 59	Res. free, non-res. $10.
35	150 07	.....	229 89	421 42	3,676 38	Res. F. I free, II $10, III $12.50; non-res. $15.
36	.....	9 67	.....	400 31	2,459 98	Res. L. Sch. free, M. $5; non-res. L. $6, M. $10.
37	.....	.....	.....	218 60	1,618 60	$5.
38	100 00	.....	51 64	146 04	1,497 68	Res. free; non-res. $10.
39	71 68	.....	106 06	392 42	2,370 16	Res. free; non-res. $10.
40	9 02	32 83	15 23	198 43	1,755 51	Res. free; non-res. $10.
41	.....	2 00	148 90	546 19	2,607 69	Res. F. I free; all others $10.
42	5,134 00	.....	444 37	.....	6,280 35	Res. $5; non-res. $10.
43	.....	.....	43 81	219 88	2,053 69	$20.
44	34 25	.....	98 20	417 70	2,091 40	Res. F. I free; non-res. F. I $4.50; all others $9.
45	32 13	.....	42 81	497 42	3,645 26	Res. F. I free; all others $10.
46	.....	.....	51 98	339 06	2,426 04	Res. free; non-res. $10.
47	837 19	13 35	248 30	1,741 88	4,715 72	$10.
48	450 00	49 17	49 95	1,980 05	4,429 17	Res. free; non-res. $10.
49	.....	.....	.....	116 00	1,536 00	$10.
50	317 86	200 00	107 33	781 01	3,755 40	Free.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools.—Con.	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c	$ c.	$ c.
51 Frankford	467 20	638 63	1,008 79	220 00	584 14	2,918 76	1,800 00
52 Gore Bay	1,032 40	.....	760 64	449 00	.....	2,242 04	1,889 64
53 Grand Valley	503 63	968 51	206 97	319 00	21 00	2,019 11	1,550 00
54 Hanover	561 06	.....	1,071 40	341 50	495 07	2,469 03	1,812 85
55 Harrow	443 70	200 00	1,342 25	61 00	.....	2,046 95	1,610 00
56 Havelock	477 50	477 50	1,287 52	45 00	.....	2,287 52	1,900 00
57 Highgate	531 99	631 99	1,168 70	272 50	37 70	2,642 88	2,080 00
58 Huntsville	1,127 30	.....	1,700 00	245 75	175 22	3,248 27	2,415 00
59 Jarvis	271 02	200 00	617 87	73 50	.....	1,162 39	1,000 00
60 Jockvale	225 50	525 50	350 00	26 50	110 86	1,238 36	820 00
61 Kars	424 30	424 30	974 90	50 25	.....	1,873 75	1,549 30
62 Keewatin	1,094 00	.....	2,132 78	.....	.....	3,226 78	2,360 00
63 Kenmore	453 20	453 20	807 64	458 75	98 00	2,270 79	1,650 00
64 Kinburn	361 85	400 00	1,370 57	219 00	1,145 83	3,497 25	1,376 31
65 Lakefield	539 60	539 60	1,925 00	.....	56 16	3,060 36	2,200 00
66 Lanark	469 00	469 00	883 33	149 00	1,071 74	3,042 07	1,650 00
67 Lansdowne	222 05	522 05	670 70	37 20	481 36	1,933 36	825 00
68 Little Current	489 20	.....	1,306 22	10 00	.....	1,805 42	1,025 00
69 Lucknow	525 90	1,051 80	1,117 00	415 00	127 96	3,237 66	2,250 00
70 Malakoff	313 05	313 05	662 32	55 50	504 84	1,848 76	1,554 28
71 Manitowaning	445 20	.....	475 00	194 00	30 91	1,145 11	950 00
72*Manotick	.....	.....	234 00	.....	.....	234 00	186 50
73†Massey	.....	.....	364 40	23 00	8 00	395 40	320 00
74 Maxville	478 75	718 12	900 00	355 50	18 00	2,470 37	1,800 00
75 Melbourne	462 80	777 42	652 13	202 00	61 11	2,155 46	1,763 75
76 Merlin	417 73	517 23	664 00	273 50	13 00	1,885 46	1,545 00
77 Merrickville	452 65	602 65	772 35	48 00	300 00	2,175 65	1,700 00
78 Metcalfe	462 90	962 90	232 04	245 00	25 11	1,927 95	1,700 00
79 Millbrook	472 10	822 10	700 00	.....	131 92	2,126 12	1,600 00
80 Milton	537 44	537 44	1,035 84	933 00	37 51	3,081 23	2,500 00
81 Mount Albert	511 95	511 95	850 59	249 00	39 95	2,163 44	1,975 00
82 Navan	349 40	490 00	1,250 87	10 00	578 56	2,678 83	1,280 00
83 New Hamburg	543 04	678 80	1,307 16	171 00	.....	2,700 00	2,250 00
84 New Liskeard	1,156 90	.....	1,900 00	169 50	422 27	3,648 67	2,200 00
85†New Toronto	.....	.....	640 00	.....	.....	640 00	640 00
86 North Augusta	453 15	650 00	412 52	201 00	39 59	1,756 26	1,625 00
87 North Gower	457 00	457 00	1,301 91	142 00	120 15	2,478 06	1,670 00
88 Norwich	525 40	675 40	1,220 56	185 35	109 36	2,716 07	1,900 00
89 Odessa	457 00	616 20	800 00	83 00	690 27	2,646 47	1,700 00
90 Oil Springs	487 03	737 03	759 78	277 50	.....	2,261 34	1,840 00
91 Orono	488 95	788 95	929 28	.....	1,256 31	3,463 49	1,750 00
92 Paisley	514 55	1,029 10	573 70	407 00	.....	2,524 35	1,848 50
93 Pakenham	519 00	519 00	1,100 00	423 00	2,097 43	4,658 43	2,050 00
94 Palmerston	532 90	680 40	1,607 78	80 00	.....	2,901 08	2,125 00
95 Plattsville	487 17	592 17	941 48	244 25	55 61	2,320 68	1,820 00
96 Port Burwell	497 90	1,244 75	500 00	.....	835 95	3,078 60	1,915 00
97 Port Colborne	564 25	564 25	2,000 00	.....	666 34	3,794 84	2,180 00
98 Powassan	531 60	.....	500 00	200 60	209 65	1,441 85	1,000 00
99 Princeton	352 80	502 80	1,200 00	37 50	1,064 95	3,158 05	1,760 00

* Opened in October. † Opened in September.

SCHOOLS—Continued

CIAL STATEMENT—Continued

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	
51	206 59	21 09	82 51	339 75	2,449 94	Res. free; non-res. $10.
52	.....	14 86	90 25	247 29	2,242 04	$10.
53	16 60	.....	42 62	408 61	2,017 83	Res. F. I free; all others $8.
54	68 20	8 39	54 81	486 05	2,430 30	Res. F. I free; all others $10.
55	45 00	.....	141 66	238 53	2,035 19	Res. free; non-res. $10.
56	.....	.....	71 80	248 64	2,220 44	Res. F. I free, others $3; non-res. $6.
57	.....	.....	130 50	112 50	2,323 00	Res. I free, II and III $7.50; non-res. I $5, II and III $10.
58	55 00	55 03	107 38	440 75	3,073 16	Res. F. I free, II $5; all others $10.
59	.....	.....	66 14	87 50	1,153 64	Res. free; non-res. $7.50.
60	27 85	.....	16 60	333 10	1,197 55	Res. F. I free; all others $5.
61	8 50	.....	.....	315 95	1,873 75	Res. free; non-res. $7.50.
62	.....	14 58	81 35	708 51	3,164 44	Free.
63	.....	3 82	.....	616 08	2,269 90	$12.50
64	367 45	.....	486 34	936 55	3,166 65	Res. free; non-res. $20.
65	.....	15 36	200 00	628 50	3,043 86	Free.
66	.....	8 85	11 00	272 26	1,942 11	Res. free; non-res. $10.
67	.....	11 25	50 35	274 12	1,160 72	Res. free; non-res. $5.
68	563 15	.....	150 00	60 00	1,798 15	Res. free; non-res. $10.
69	180 00	20 00	60 00	620 00	3,130 00	Res. and County $5; others $10.
70	25 14	.....	109 98	159 36	1,848 76	Res. free; non-res. $10.
71	.....	10 62	52 41	85 03	1,098 06	$10.
72	.....	.....	.....	30 12	216 62	Res. free; non-res. $7.50.
73	.....	.....	45 00	30 40	395 40	Res. $5; non-res. $10.
74	8 03	.....	95 52	517 71	2,421 26	Res. $5; non-res. $10.
75	.....	39 10	70 32	209 30	2,082 47	Res. free; non-res. $10.
76	75 00	.....	31 66	6 26	1,657 92	$10.
77	.....	.....	.....	273 15	1,973 15	Res. free; non-res. $5.
78	.....	.....	52 29	157 80	1,910 09	$10.
79	.....	52 00	.....	344 58	1,996 58	Free.
80	28 50	46 00	.....	487 98	3,062 48	Res. $10; non-res. $15.
81	.....	.....	38 88	134 28	2,148 16	$10.
82	169 50	.....	126 03	348 27	1,923 80	Res. free; non-res. $10.
83	.....	.....	.....	450 00	2,700 00	Res. free; non-res. $10.
84	.....	8 55	254 31	777 54	3,240 40	Res. free; non-res. $15.
85	.....	.....	.....	640 00	640 00	Res. free; non-res. $5.
86	.....	.....	.....	119 24	1,744 24	Res. I free; all others $10.
87	16 00	57 50	98 42	510 21	2,352 13	Res. free; non-res. $10.
88	200 00	.....	93 16	508 64	2,701 80	Res. $3; non-res. $6.
89	.....	202 58	57 33	340 45	2,300 36	Res. free; non-res. $10.
90	39 24	25 00	89 79	253 81	2,247 84	Res. $5; non-res. $10.
91	24 20	13 54	106 52	413 44	2,307 70	Free.
92	100 85	25 00	15 00	535 00	2,524 35	F's I & II $7.50; III $12.50.
93	.....	95 00	29 17	235 23	2,409 40	$10.
94	71 00	243 54	53 82	381 72	2,875 08	Res. free; non-res. $5.
95	.....	.....	139 63	347 05	2,306 68	Res. $6; non-res. $12.
96	50 60	.....	55 60	91 62	2,112 82	Free.
97	.....	19 05	.....	320 90	2,519 95	Free.
98	.....	.....	50 00	110 00	1,160 00	$10.
99	.....	15 00	30 27	324 03	2,129 30	Res. free; non-res. $4.50.

CONTINUATION

I. TABLE H—FINAN-

Continuation Schools —concluded	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
100 Richmond	241 00	241 00	429 10	142 50	.....	1,053 60	900 00
101 Ridgeway	593 97	609 80	1,573 59	.....	14 00	2,791 36	2,515 50
102 Ripley	516 46	1,032 92	500 00	642 50	116 66	2,808 54	1,957 50
103 Rodney	519 30	1,298 25	433 87	37 00	16 00	2,304 42	1,900 00
104 Russell	464 00	664 00	1,166 00	.....	2,594 93	4,888 93	1,720 00
105 St. George	534 50	834 50	1,100 00	145 40	88 70	2,703 10	2,010 00
106 Schomberg	241 15	241 15	300 00	119 50	75 93	977 73	871 50
107 Southampton	549 50	1,099 00	578 92	250 40	452 81	2,930 63	1,900 00
108*South Mountain	.....	.....	800 00	23 00	200 00	1,023 00	365 00
109 South Porcupine	515 70	.....	1,675 00	.....	68 93	2,259 63	1,050 00
110 Spencerville	421 65	571 65	700 00	224 50	640 66	2,558 46	1,680 00
111 Springfield	551 25	1,378 12	236 19	67 00	609 56	2,842 12	2,000 00
112 Stayner	522 35	728 35	1,000 00	304 50	1,168 81	3,724 01	2,000 00
113 Stella	210 00	385 00	300 00	355 00	677 90	1,927 90	1,085 00
114 Stouffville	492 90	492 90	744 72	519 50	.....	2,250 02	1,850 00
115 Sturgeon Falls	567 50	.....	2,000 00	59 00	142 20	2,768 70	1,000 00
116 Sutton	360 80	360 80	799 78	319 00	585 67	2,426 05	1,400 00
117 Tamworth	475 90	650 90	799 74	271 00	153 71	2,351 25	1,760 00
118 Tara	534 35	1,068 70	446 80	349 00	.....	2,398 85	1,830 00
119 Tavistock	534 15	684 15	4,813 76	263 00	326 48	6,621 54	2,120 00
120 Teeswater	469 45	938 90	700 00	266 00	725 47	3,099 82	1,876 57
121 Thamesville	502 80	602 80	1,003 06	210 00	14 80	2,333 46	1,923 10
122 Thessalon	835 30	.....	2,597 94	107 50	.....	3,540 74	1,940 75
123 Thornbury	518 95	778 43	1,153 08	292 50	23 00	2,765 96	1,856 55
124 Thorndale	309 20	309 20	2,209 04	276 00	724 16	3,827 60	2,034 50
125 Tilbury	413 00	513 00	1,000 00	165 00	572 23	2,663 23	1,500 00
126 Tottenham	508 34	690 84	872 20	254 00	9 80	2,335 18	1,900 00
127 Warkworth	493 45	893 45	1,107 02	374 00	29 00	2,896 92	1,900 00
128 Webbwood	536 20	.....	777 53	.....	.....	1,313 73	1,025 00
129*Westboro'	.....	.....	1,327 17	.....	.....	1,327 17	340 00
130 West Lorne	541 09	1,352 72	1,363 04	.....	651 18	3,903 03	1,945 50
131 Westmeath	269 05	269 05	484 61	189 50	.....	1,212 21	1,100 00
132 Westport	365 35	512 64	1,185 32	50 00	35 00	2,148 31	1,669 75
133 Westport(R.C.S.S)	283 20	421 04	3,000 00	34 00	493 20	4,231 44	1,085 00
134†Wheatley	435 50	572 20	.....	246 30	.....	1,254 00	1,060 62
135 Winona	256 67	456 67	604 13	.....	.....	1,317 47	1,000 00
136 Wolfe Island	195 15	195 15	400 00	114 00	644 44	1,548 74	750 00
137 Wroxeter	464 81	1,280 07	.....	267 25	29 35	2,041 48	1,525 00
1 Totals, 1917	65,732 84	72,541 21	155,173 97	26,179 55	40,803 58	360,431 15	228,361 92
2 Totals, 1916	64,753 20	69,725 89	133,468 87	28,625 22	41,279 10	337,852 28	224,463 58
3 Increases	979 64	2,815 32	21,705 10	.....	.....	22,578 87	3,898 34
4 Decreases	.....	.....	.....	2,445 67	475 52	.....	.....
5 Percentages	18.24	20.12	43.05	7.26	11.32	.....	70.35

*Opened in September. †Closed in June.

SCHOOLS—Continued

CIAL STATEMENT—Concluded

penditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Charges per year for Tuition
	$ c.	$ c.	$ c.	$ c.	$ c.	
100	.....	25 57	22 10	101 53	1,049 20	Res. $5; non-res. $10.
101	.....	.....	130 86	80 00	2,726 36	Res. free; non-res. $10.
102	230 05	1 00	6 70	361 68	2,556 93	Res. $8; non-res. $10.
103	37 83	.....	78 66	269 07	2,285 56	Res. and County, free; others $10.
104	.....	8 30	36 70	214 91	1,979 91	Free.
105	140 00	.....	43 87	397 98	2,591 85	Res. free; non-res. $12.
106	.....	.....	.....	106 23	977 73	F. I res. free; non-r. $5; F. II $10.
107	.....	.....	69 35	824 08	2,793 43	$8.
108	158 80	40 75	211 99	113 00	889 54	Res. free; non-r. $5.
109	166 00	.....	399 00	112 11	1,727 11	Free.
110	.....	.....	59 22	223 08	1,962 30	$10.
111	.....	31 12	78 03	295 19	2,404 34	Res. F. I free; all others $10.
112	45 65	19 21	29 51	354 51	2,448 88	Res. $5; non-res. $10.
113	63 80	.....	91 94	149 84	1,390 58	$20.
114	.....	.....	294 78	80 00	2,224 78	$15.
115	581 20	64 92	.....	813 58	2,459 70	$10.
116	132 28	.....	190 21	314 20	2,036 69	$10.
117	.....	.....	29 07	304 97	2,094 04	Res. free; non-res. $13.
118	86 00	.....	172 61	292 64	2,381 25	$10.
119	2,486 19	.....	35 82	570 49	5,212 50	Res. $5; non-res. $10.
120	37 25	14 00	93 25	116 75	2,137 82	F. I $5; others $10.
121	27 30	28 25	73 80	266 61	2,319 06	Res. free; non-res. $10.
122	1,234 45	13 71	16 15	325 68	3,530 74	Res. free; non-res. $10.
123	220 00	60 00	22 80	583 69	2,743 04	Res. $5; non-res. $10.
124	300 00	.....	54 14	1,404 95	3,793 59	$10.
125	.....	35 40	95 00	169 00	1,799 40	$10.
126	27 56	12 12	14 00	243 41	2,197 09	$10.
127	.....	.....	13 00	983 92	2,896 92	F. I res. $6, non-res. $7.50; II res. $9, non-res. $10.50.
128	.....	.....	28 75	234 98	1,288 73	Free.
129	487 00	.....	267 17	233 00	1,327 17	Free.
130	606 79	.....	500 00	313 75	3,366 04	Free.
131	.....	.....	27 36	76 60	1,203 96	Res. F. I free; all others $10.
132	.....	.....	380 12	95 34	2,145 21	Res. free; non-res. $5.
133	2,228 20	.....	58 37	185 00	3,556 57	Res. free; non-res. $5.
134	90 00	5 55	.....	90 65	1,246 82	$20.
135	.....	.....	.....	100 68	1,100 68	Free.
136	.....	.....	62 08	298 24	1,110 32	$15.
137	.....	.....	107 80	171 05	1,803 85	F. I $5; II $7.50; III $10.
1	32,328 15	2,648 69	12,735 26	48,546 90	324,620 92	57 free; 80 not free.
2	25,109 39	3,416 27	10,234 54	42,923 97	306,147 75	53 free; 83 not free.
3	7,218 76	.....	2,500 72	5,622 93	18,473 17	4 free.
4	.....	767 58	.....	.....	.....	3 not free.
5	9.96	.81	3.92	14.95	.....	41.60 free; 58.39 not free.

CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

Continuation Schools	Schools under Public or Separate School Board	Value of General Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including equipment	Museum	Aquarium or Herbarium
		$	$	$	$	$	$	$	$	$	$
1 Acton	1	307	235	22	35	....	26	12	.....	.....	.....
2 Agincourt	1	167	153	39	13	....	33	.....	.....	.....	.....
3 Alvinston	1	260	369	91	34	....	42	.....	.....	.....	.....
4 Arkona	1	167	147	25	25	....	11	1	.....	.....	.....
5 Ayr	....	228	359	42	37	....	25	.....	.....	.....	.....
6 Bancroft	1	105	161	56	16	....	6	.....	.....	.....	.....
7 Bath	1	196	238	56	24	....	.....	.....	.....	.....	.....
8 Beaverton	1	215	276	63	47	....	25	15	.....	.....	.....
9 Beeton	1	34	241	14	22	....	.....	.....	.....	.....	.....
10 Belmont	1	253	531	38	16	....	34	.....	.....	.....	.....
11 Blenheim	1	426	528	71	52	....	32	16	.....	.....	.....
12 Blind River	1	176	202	20	19	....	.....	.....	.....	.....	.....
13 Blyth	1	154	261	81	34	....	16	.....	.....	.....	6
14 Bothwell	1	200	426	28	25	....	22	.....	.....	.....	.....
15 Bowesville	1	190	153	30	44	....	.....	.....	.....	.....	.....
16 Bracebridge	1	477	634	78	50	....	20	.....	.....	.....	.....
17 Bridgeburg	1	371	527	52	69	....	48	12	.....	.....	.....
18 Bruce Mines	1	54	283	55	42	....	.....	.....	.....	.....	.....
19 Brussels	1	315	256	87	35	....	44	.....	.....	.....	.....
20 Burk's Falls	1	299	349	68	49	....	33	.....	.....	.....	.....
21 Burlington	1	246	311	100	51	....	30	40	.....	.....	.....
22 Cannington	1	219	322	20	44	....	10	22	.....	.....	.....
23 Cardinal	1	287	295	64	50	....	51	.....	.....	.....	.....
24 Carp	1	201	273	.....	18	30	20	.....	.....	.....	.....
25 Chapleau	....	122	226	23	43	8	17	8	.....	.....	6
26 Claremont	1	292	310	61	31	....	15	.....	.....	.....	.....
27 Clifford	1	333	284	74	74	....	22	7	.....	.....	.....
28 Cochrane	1	151	122	6	36	....	24	.....	.....	.....	.....
29 Coldwater	1	200	366	32	37	125	35	.....	.....	.....	.....
30 Comber	1	178	229	63	43	....	24	10	.....	.....	5
31 Cookstown	1	234	346	31	56	....	16	.....	.....	.....	.....
32 Creemore	1	162	196	9	16	....	.....	.....	.....	.....	.....
33 Delaware	1	138	134	28	35	....	25	12	.....	.....	.....
34 Delhi	1	165	148	67	34	....	22	.....	.....	.....	.....
35 Drayton	1	388	497	88	51	....	56	5	.....	.....	.....
36 Dresden	1	303	364	30	44	....	34	17	.....	.....	.....
37 Drumbo	1	200	225	54	42	....	13	.....	.....	.....	.....
38 Dryden	1	95	157	41	33	....	19	9	.....	.....	.....
39 Eganville	1	188	343	41	22	....	.....	15	.....	.....	.....
40 Eganville (R.C.S.S.)	1	429	305	65	58	....	58	500	3,500	.....	3
41 Elmira	1	257	339	36	44	....	23	12	.....	.....	.....
42 Elmvale	1	88	325	42	41	....	19	.....	.....	.....	.....
43 Ennismore	1	237	307	49	42	....	11	30	.....	.....	.....
44 Erin	1	195	242	37	29	....	12	.....	.....	.....	.....
45 Exeter	1	519	547	85	91	150	16	19	.....	25	.....
46 Fenelon Falls	1	237	313	38	37	....	37	.....	.....	.....	.....
47 Finch	1	329	551	31	58	....	50	10	.....	.....	.....
48 Fingal	1	47	164	10	33	....	.....	.....	.....	.....	.....
49 Fitzroy Harbour	1	162	212	24	9	....	.....	.....	.....	.....	.....
50 Fort Frances	1	306	364	61	51	....	31	.....	.....	25	.....

SCHOOLS—Continued

BOARD, VALUE OF EQUIPMENT, ETC.

	Equipment		Religious and other Exercises						Destination of Pupils								
	Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Overseas Service in the War	Other occupations	Other Continuation or High Schools	Without occupation
	$	$															
1	9	646	.....	1	.....	1	1	1	1	5	....	1	3	....	3	5	....
2	....	405	.....	1	.....	1	....	....	3	6	....	....	2	....	....	3	....
3	....	796	.....	....	.....	1	....	....	2	4	....	5	....	....	3	2	2
4	....	376	1	....	.....	1	....	....	.....	1	....	....	....	....	....	4	2
5	....	691	.....	....	.....	1	....	....	.....	.....	....	1	....	....	....	5	1
6	....	344	1	....	.....	1	....	....	1	.....	1	4	....	1	1	....	2
7	....	514	1	....	.....	1	....	1	.....	2	....	1	....	1	....	....	1
8	....	641	.....	....	.....	1	....	....	1	.....	1	2	....	....	1	....	....
9	....	311	.....	1	.....	1	....	....	1	2	1	4	....	3	....	2	5
10	20	892	1	....	.....	1	1	1	.....	1	....	6	....	....	1	....	....
11	40	1,165	1	1	.....	1	....	....	.....	3	....	3	....	5	8	4	9
12	13	430	1	1	.....	1	....	....	3	.....	....	3	1	1	1	4	4
13	5	557	.....	1	.....	1	....	....	1	2	....	2	2	....	1	1	1
14	....	701	1	....	.....	1	1	....	2	.....	....	....	2	....	7	2	....
15	....	417	1	....	.....	1	....	....	.....	3	....	....	....	....	1	1	....
16	45	1,304	.....	....	.....	1	....	....	4	2	1	10	5	1	11	3	2
17	....	1,079	.....	1	.....	1	....	....	1	.....	....	2	1	....	8	3	2
18	....	434	.....	1	.....	1	....	1	.....	2	....	2	....	....	1	1	....
19	45	782	1	1	.....	1	....	....	1	2	....	4	1	....	1	3	1
20	27	825	.....	....	.....	1	....	....	1	.....	....	1	....	1	2	....	5
21	....	778	.....	1	.....	1	....	....	3	8	....	4	....	1	5	4	....
22	10	647	.....	....	.....	1	....	1	1	9	1	2	....	....	5	5	8
23	20	767	1	....	.....	1	....	1	1	3	1	4	1	....	....	....	1
24	....	542	1	1	.....	1	....	....	2	10	3	4	....	....	2	1	....
25	4	457	1	....	.....	1	....	....	5	.....	....	....	2	....	....	....	2
26	18	727	1	1	.....	1	....	....	.....	3	1	4	....	....	1	....	....
27	....	794	1	....	.....	1	....	....	2	6	....	....	....	....	1	1	1
28	3	342	.....	1	.....	1	....	....	.....	.....	....	....	....	....	....	....	....
29	....	795	.....	1	.....	1	....	....	3	3	....	1	....	...	3	2	2
30	25	577	1	1	.....	1	....	....	4	1	....	....	....	....	1	2	....
31	10	693	.....	1	.....	1	....	....	4	2	....	1	....	....	1	....	1
32	....	383	.....	1	.....	1	....	....	3	.....	....	1	1	....	....	3	1
33	....	372	.....	....	.....	1	1	....	2	3	....	....	....	....	....	7	....
34	....	436	.....	1	.....	1	....	....	4	2	....	....	....	....	....	3	....
35	....	1,085	.....	1	.....	1	....	1	3	10	1	8	....	....	....	3	....
36	....	792	.....	1	.....	1	....	1	5	7	1	4	1	....	1	1	....
37	....	534	1	1	.....	1	1	1	1	1	....	....	2	....	3	4	....
38	....	354	1	1	.....	1	....	....	.....	1	....	....	1	....	....	2	....
39	50	659	.....	1	.....	1	1	1	2	3	1	6	....	2	1	3	....
40	29	4,947	.....	....	.....	1	1	1	2	2	....	11	....	....	1	....	....
41	100	811	.....	....	.....	1	....	....	6	1	....	3	1	....	....	4	....
42	....	515	.....	1	.....	1	....	....	.....	.....	....	....	....	....	....	....	....
43	15	691	.....	....	.....	1	1	....	.....	2	....	3	....	....	2	5	....
44	....	515	1	1	.....	1	....	....	4	5	....	1	2	2	2	3	2
45	36	1,488	.....	1	.....	1	....	1	1	4	....	5	....	1	3	5	6
46	9	671	.....	....	.....	1	....	....	2	8	....	5	2	1	....	2	1
47	25	1,054	1	....	.....	1	1	....	.....	5	....	2	....	....	5	....	2
48	....	254	.....	....	.....	1	....	1	.....	.....	2	5	....	1	....	1	....
49	....	407	.....	1	.....	1	....	....	2	3	....	....	....	....	1	1	....
50	12	850	.....	....	.....	1	....	....	4	2	....	1	....	....	6	4	....

CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

Continuation Schools —Continued	Schools under Public or Separate School Board	Value of General									
		Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including Equipment	Museum	Aquarium or Herbarium
		$	$	$	$	$	$	$	$	$	$
51 Frankford	1	207	282	43	36	....	25	14	.....	.....	.....
52 Gore Bay	1	166	315	65	12	....	18	.....	.....	.....	.....
53 Grand Valley	1	226	348	66	41	....	20	.....	.....	.....	.....
54 Hanover	1	378	317	48	40	....	39	22	.....	.....	5
55 Harrow	1	170	226	43	32	....	23	.....	.....	.....	.....
56 Havelock	1	189	267	30	36	....	27	.....	.....	.....	.....
57 Highgate	1	306	300	45	39	....	15	.....	.....	.....	.....
58 Huntsville	1	352	542	88	58	....	28	73	50	.....	.....
59 Jarvis	1	260	160	38	42	....	6	.....	.....	.....	.....
60 Jockvale	1	127	177	35	22	....	15	.....	.....	.....	.....
61 Kars	1	170	220	37	25	....	11	.....	.....	.....	.....
62 Keewatin	1	303	368	76	42	....	11	53	.....	.....	.....
63 Kenmore	1	180	437	38	15	....	30	.....	.....	.....	.....
64 Kinburn	1	207	313	67	.....	....	.....	30	.....	.....	.....
65 Lakefield	1	214	491	45	31	....	28	.....	.....	.....	.....
66 Lanark	1	388	323	55	41	....	8	27	.....	.....	.....
67 Lansdowne	1	510	183	26	25	....	29	.....	.....	.....	.....
68 Little Current	1	134	146	53	32	....	13	.....	.....	.....	.....
69 Lucknow	1	339	348	34	34	....	45	.....	.....	.....	.....
70 Malakoff	1	107	182	14	6	....	23	.....	.....	.....	.....
71 Manitowaning	1	111	153	33	29	....	9	.....	.....	.....	.....
72 Manotick	1	140	192	39	22	....	.....	.....	.....	.....	2
73 Massey	1	272	162	70	44	....	25	.....	.....	.....	.....
74 Maxville	1	154	250	35	23	....	26	.....	.....	.....	.....
75 Melbourne	1	281	348	58	47	....	24	8	.....	.....	.....
76 Merlin	1	224	216	34	48	....	17	27	.....	.....	.....
77 Merrickville	1	208	248	28	23	....	23	18	.....	.....	.....
78 Metcalfe	1	252	324	49	23	....	18	.....	.....	.....	.....
79 Millbrook	1	372	328	71	47	....	43	.....	.....	.....	.....
80 Milton	1	277	392	59	36	....	50	.....	.....	.....	.....
81 Mount Albert	1	315	339	37	40	....	6	.....	.....	.....	.....
82 Navan	1	136	209	19	28	....	52	.....	.....	.....	.....
83 New Hamburg	1	310	362	65	51	....	70	10	.....	.....	.....
84 New Liskeard	1	348	368	81	37	....	54	.....	.....	.....	.....
85 New Toronto	1	153	188	.....	30	....	35	.....	.....	.....	.....
86 North Augusta	1	233	217	51	22	....	.....	7	.....	.....	.....
87 North Gower	1	231	265	32	27	....	18	7	.....	.....	.....
88 Norwich	1	297	257	68	30	....	42	5	.....	.....	.....
89 Odessa	1	218	329	69	39	....	.....	18	.....	.....	.....
90 Oil Springs	1	207	300	31	40	....	17	.....	.....	.....	.....
91 Orono	1	176	293	22	15	....	.....	.....	.....	.....	.....
92 Paisley	1	209	454	61	58	....	83	23	.....	.....	.....
93 Pakenham	1	242	346	37	57	....	7	.....	.....	.....	.....
94 Palmerston	1	327	247	63	50	....	16	.....	.....	.....	.....
95 Plattsville	1	143	380	33	44	....	32	10	.....	.....	5
96 Port Burwell	1	235	349	47	36	....	19	.....	.....	.....	.....
97 Port Colborne	1	298	443	72	32	....	26	40	.....	.....	.....
98 Powassan	1	136	219	24	22	....	.....	.....	.....	.....	.....
99 Princeton	1	264	164	19	20	....	23	.....	.....	.....	.....
00 Richmond	1	168	171	16	22	....	.....	4	.....	.....	.....

SCHOOLS—Continued

BOARD, VALUE OF EQUIPMENT, ETC.—Continued

Equipment		Religious and other Exercises						Destination of Pupils								
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Overseas Service in the War	Other occupations	Other Continuation or High Schools	Without occupation
$	$															
51 ...	607	.....	....	.....	1	....	....	1	3	....	2	4	....	2	1	....
52 ...	576	.....	1	.....	1	....	....	2	1	1	8	....	1	3	4	2
53 ...	701	1	1	.....	1	....	....	6	.....	....	6	....	....	....	4	....
54 67	916	.....	1	.....	1	1	1	.....	3	....	4	2	1	9	4	....
55 26	520	1	1	.....	1	....	....	3	.....	....	....	1	....	9	3	....
56 15	564	.....	1	.....	1	....	....	2	.....	....	1	3	2	....	1	....
57 17	722	1	....	.....	1	....	....	2	10	....	3	....	....	2	1	....
58 20	1,211	.....	1	.....	1	....	....	6	2	....	10	....	....	4	1	3
59 ...	506	1	1	.....	1	1	....	.....	.....	....	....	....	....	5	8	....
60 ...	376	.....	....	.....	1	1	....	2	1	....	1	....	....	....	1	....
61 14	477	1	1	.....	1	....	....	.....	3	....	2	....	....	1	....	1
62 ...	853	.....	1	.....	1	....	....	.....	.....	....	1	1	....	2	5	4
63 3	703	.....	1	.....	1	....	....	.....	2	....	1	....	....	2	1	....
64 17	634	.....	1	.....	1	....	....	1	2	....	2	1	....	2	....	1
65 ...	809	.....	1	.....	1	1	....	1	2	1	10	2	....	1	....	....
66 5	847	1	....	.....	1	....	....	2	4	....	5	2	3	....	7	1
67 ...	773	.....	1	.....	1	1	....	.....	2	....	....	....	....	1	7	2
68 6	384	.....	....	.....	1	....	....	2	.....	....	....	....	....	....	3	....
69 6	806	.....	1	.....	1	....	1	.....	11	....	4	....	....	3	3	....
70 15	347	.....	1	.....	1	....	....	.....	3	....	....	1	....	....	....	....
71 ...	335	.....	1	.....	1	1	....	.....	6	....	3	....	....	2	3	....
72 15	410	1	....	.....	1	1	....	.....	.....	....	....	....	....	....	....	....
73 ...	573	1	1	.....	1	1	1	.....	.....	....	....	....	....	....	....	....
74 20	508	1	1	.....	1	1	....	1	3	1	4	1	....	1	1	6
75 10	776	.....	1	.....	1	....	....	2	3	....	5	....	....	1	2	....
76 ...	566	1	1	.....	1	....	....	1	1	....	....	3	....	....	5	6
77 ...	548	.....	1	.....	1	....	....	3	3	1	3	....	....	1	1	1
78 16	682	.....	1	.....	1	....	....	.....	1	....	3	....	....	2	....	1
79 6	867	.....	1	.....	1	....	....	1	7	....	4	1	....	....	....	....
80 ...	814	.....	....	.....	1	....	....	.....	11	1	2	....	1	4	1	2
81 ...	737	.....	....	.....	1	....	....	1	4	....	1	....	....	9	1	....
82 ...	444	.....	....	.....	1	....	....	.....	5	....	1	....	....	1	1	....
83 ...	868	1	....	.....	1	....	....	3	2	....	3	3	....	3	....	2
84 ...	888	.....	1	.....	1	....	....	4	2	....	3	....	....	8	3	....
85 20	426	.....	1	.....	1	....	1	.....	.....	....	....	....	....	....	....	....
86 ...	530	1	....	.....	1	....	1	.....	1	....	3	....	2	....	....	1
87 4	584	.....	1	.....	1	....	....	1	6	....	....	1	....	2	2	....
88 8	707	1	....	.....	1	....	1	5	13	1	2	2	....	....	6	5
89 7	680	1	1	.....	1	....	....	1	.....	1	1	....	....	....	1	1
90 ...	595	.....	....	.....	1	....	....	2	3	....	1	....	1	7	1	....
91 ...	506	1	1	.....	1	....	....	.....	2	....	....	5	....	....	3	....
92 5	893	.....	1	.....	1	....	....	6	4	....	4	....	....	2	2	....
93 ...	689	.....	1	.....	1	....	....	3	11	1	4	....	....	....	3	2
94 30	733	.....	1	.....	1	....	....	2	1	....	3	....	2	12	2	....
95 ...	647	1	....	.....	1	....	....	2	2	1	1	1	1	1	1	1
96 30	716	1	....	.....	1	....	....	2	4	....	....	....	....	2	3	....
97 22	933	.....	1	.....	1	....	1	4	2	....	1	....	....	5	....	....
98 ...	401	1	1	.....	1	....	....	1	1	....	2	1	....	....	2	1
99 ...	490	1	....	.....	1	....	....	1	1	....	1	....	....	2	1	....
100 ...	381	1	1	.....	1	....	....	2	4	....	....	....	....	....	5	....

CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

Continuation Schools—Concluded	Schools under Public or Separate School Board	Value of General: Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including equipment	Museum	Aquarium or Herbarium
		$	$	$	$	$	$	$	$	$	$
101 Ridgeway	1	253	239	55	33	....	22	.....	.....	.....	....
102 Ripley	1	317	291	58	26	....	14	.....	.....	.....	....
103 Rodney	1	241	307	47	50	....	25	6	.....	.....	....
104 Russell	1	199	304	63	34	....	.....	.....	.....	.....	....
105 St. George	.....	263	337	49	50	....	54	.....	.....	.....	....
106 Schomberg	1	174	165	39	23	....	31	.....	.....	.....	....
107 Southampton	1	342	422	71	53	60	15	10	.....	.....	....
108 South Mountain	1	228	246	27	18	....	11	.....	.....	.....	....
109 South Porcupine	1	125	107	35	44	....	27	.....	.....	.....	....
110 Spencerville	1	163	260	37	31	....	16	.....	.....	.....	....
111 Springfield	1	405	602	75	64	....	115	.....	.....	.....	....
112 Stayner	1	218	443	61	39	....	39	18	.....	.....	1
113 Stella	.....	90	220	2	8	....	8	.....	.....	.....	....
114 Stouffville	1	91	273	25	10	....	3	.....	.....	.....	....
115 Sturgeon Falls	1	197	280	41	39	....	.....	.....	.....	.....	....
116 Sutton	1	241	316	67	23	....	9	.....	.....	.....	....
117 Tamworth	*	290	231	33	28	....	18	.....	.....	.....	....
118 Tara	1	237	372	56	58	....	12	.....	.....	.....	....
119 Tavistock	1	276	351	32	16	....	10	.....	.....	.....	....
120 Teeswater	1	265	267	56	46	....	2	.....	.....	.....	....
121 Thamesville	1	358	319	14	51	....	16	.....	.....	.....	....
122 Thessalon	1	297	297	73	26	....	12	.....	.....	.....	....
123 Thornbury	1	196	451	59	50	....	28	29	.....	.....	....
124 Thorndale	.....	300	303	83	44	....	17	4	.....	.....	....
125 Tilbury	1	245	279	36	37	....	10	.....	.....	.....	....
126 Tottenham	1	274	358	32	57	....	14	10	.....	.....	....
127 Warkworth	1	242	298	42	50	....	22	.....	.....	.....	....
128 Webbwood	1	149	221	37	28	....	.....	.....	.....	.....	....
129 Westboro'	1	103	103	27	34	....	.....	.....	.....	.....	....
130 West Lorne	1	304	380	66	62	....	42	14	.....	.....	....
131 Westmeath	1	182	169	43	28	....	30	.....	.....	.....	....
132 Westport	1	263	453	36	21	....	45	24	.....	.....	....
133 Westport (R.C.S.S.)	1	300	289	41	20	....	5	.....	.....	3	4
134† Wheatley	1	216	302	16	29	....	7	.....	.....	.....	....
135 Winona	1	158	214	21	35	....	.....	10	.....	.....	....
136 Wolfe Island	1	90	117	.....	28	....	8	.....	.....	.....	....
137 Wroxeter	1	382	411	39	27	....	23	9	.....	.....	....
1 Totals, 1917	131	32,046	40,601	6,189	4,912	373	2,966	1,302	3,550	53	37
2 Totals, 1916	129	29,387	38,388	5,785	4,292	410	2,313	908	5,500	25	39
3 Increases	2	2,659	2,213	404	620	....	653	394	.....	28	....
4 Decreases	.....	.....	.....	.....	.....	37	.....	.....	1,950	.....	2
5 Percentages	95.62	34.37	43.55	6.63	5.27	.40	3.18	1.39	3.80	.05	.04

* Consolidated School Board

† Closed in June, 1917

SCHOOLS—Continued

BOARD, VALUE OF EQUIPMENT, ETC.—Concluded

	Equipment		Religious and other Exercises						Destination of Pupils								
	Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Overseas Service in the War	Other occupations	Other Continuation or High Schools	Without occupation
	$	$															
101	....	602	.....	1	....	1	....	....	1	3	1	1	....	1	....	2	....
102	....	706	1	1	....	1	....	....	6	3	....	1	....	....	....	5	4
103	10	686	.....	1	....	1	1	1	5	6	2	3	....	1	....	1	3
104	28	628	1	1	....	1	....	....	2	.....	....	....	2	....	2	2	....
105	....	753	.....	....	....	1	....	....	.....	3	1	1	....	....	....	3	1
106	....	432	.....	....	....	1	1	....	.....	4	....	3	....	....	1	1	2
107	15	988	.....	1	....	1	....	....	3	1	1	2	1	3	1	4	3
108	....	530	1	....	....	1	....	....	.....	.....	....	....	....	....	....	....	....
109	....	338	.....	....	....	1	....	1	1	.....	....	....	....	....	2	....	2
110	....	507	.....	....	....	1	....	....	2	7	....	2	1	....	....	3	....
111	....	1,261	1	1	....	1	....	....	1	1	....	....	....	....	....	3	....
112	4	823	.....	....	....	1	....	....	1	2	....	3	....	1	9	2	....
113	....	328	1	....	....	1	....	....	.....	.....	....	....	....	....	....	2	....
114	....	402	.....	1	....	1	....	....	1	7	....	1	1	1	....	2	3
115	....	557	.....	1	....	1	....	1	2	.....	....	....	1	....	1	6	....
116	....	656	.....	....	....	1	....	....	4	1	....	3	....	....	2	4	....
117	....	600	.....	....	....	1	....	....	5	9	....	3	3	....	2	1	1
118	12	747	.....	1	....	1	....	....	4	7	....	10	....	1	1	....	....
119	10	695	1	....	....	1	....	1	4	.....	....	3	....	....	1	6	....
120	....	636	.....	1	....	1	....	....	1	5	....	5	1	....	2	....	....
121	50	808	.....	....	....	1	....	....	.....	3	1	5	1	....	16	4	....
122	5	710	.....	1	....	1	....	....	.....	2	....	5	1	1	1	5	1
123	....	813	.....	....	....	1	....	1	2	7	1	2	....	1	....	4	1
124	10	761	.....	1	....	1	....	1	2	1	....	....	....	....	....	3	1
125	....	607	1	....	....	1	....	....	.....	1	....	....	....	....	7	5	1
126	10	755	.....	....	....	1	1	....	2	6	2	6	....	....	1	6	....
127	7	661	1	1	....	1	....	....	.....	.....	12	3	1	....	4	5	1
128	....	435	1	1	....	1	....	....	.....	.....	....	....	....	....	1	....	1
129	13	280	1	1	....	1	1	1	.....	.....	....	....	....	....	....	....	....
130	6	874	.....	....	....	1	....	....	4	3	....	4	....	....	....	....	1
131	5	457	1	....	....	1	....	....	8	5	....	....	....	....	1	4	....
132	....	842	.....	1	....	1	....	1	3	1	....	3	....	....	2	1	....
133	25	687	1	1	1	1	1	1	.....	.....	1	1	....	....	3	....	....
134	....	570	.....	....	....	1	....	....	3	3	....	2	1	2	....	3	2
135	15	453	1	1	....	1	....	1	4	3	....	....	....	....	2	6	1
136	....	243	1	....	....	1	1	....	.....	1	....	....	....	....	....	5	1
137	....	891	1	1	....	1	....	1	1	8	....	2	....	1	5	4	4
1	1,199	93,228	54	80	1	137	24	31	238	394	46	315	79	48	272	315	141
2	854	87,901	48	74	3	136	29	22	283	403	42	256	88	....	407	322	249
3	345	5,327	6	6	....	1	....	9	.....	.....	4	59	....	....	....	....	....
4	....	.....	.....	....	2	....	5	....	45	9	....	....	9	....	135	7	108
5	1.28	.....	39.41	58.39	.72	100	17.51	22.62	12.87	21.32	2.48	17.04	4.27	2.59	14.71	17.04	7.63

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS AND

Continuation Schools	Pupils					Number of Pupils in—		Number of Pupils from—		No. of other Sections thus represented
	Total number of Pupils on the roll for the year	Number of new pupils admitted during the year	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	Municipalities forming C.S. District or from School Section	Other Sections	
1 Acton	42	10	19	23	31	30	12	31	11	6
2 Agincourt	9	4	5	4	8	9	.....	3	6	5
3 Alvinston	50	16	18	32	41	36	14	12	38	13
4 Arkona	10	10	5	5	8	10	.....	4	6	3
5 Ayr	26	12	9	17	22	20	6	20	6	4
6 Bancroft	42	25	8	34	33	38	4	20	22	14
7 Bath	24	7	11	13	19	17	7	15	9	6
8 Beaverton	38	18	11	27	34	24	14	26	12	7
9 Beeton	35	17	12	23	30	24	11	14	21	4
10 Belmont	66	24	29	37	53	48	18	33	33	11
11 Blenheim	71	37	32	39	48	55	16	37	34	16
12 Blind River	24	15	8	16	11	22	2	24	.....	.....
13 Blyth	37	21	18	19	28	29	8	20	17	5
14 Bothwell	46	14	20	26	37	32	14	19	27	12
15 Bowesville	7	5	..	7	4	7	.....	5	2	2
16 Bracebridge	110	47	34	76	91	93	17	77	33	24
17 Bridgeburg	28	19	7	21	21	25	3	13	15	3
18 Bruce Mines	21	9	7	14	17	18	3	8	13	4
19 Brussels	62	21	18	44	48	46	16	19	43	12
20 Burk's Falls	40	15	15	25	27	29	11	30	10	6
21 Burlington	73	37	34	39	56	57	16	46	27	4
22 Cannington	45	18	20	25	31	32	13	26	19	3
23 Cardinal	35	19	15	20	28	26	9	27	8	4
24 Carp	56	21	18	38	41	37	19	25	31	9
25 Chapleau	35	15	16	19	23	30	5	35	.....	.....
26 Claremont	25	10	12	13	19	17	8	11	14	7
27 Clifford	30	12	6	24	24	18	12	14	16	10
28 Coldwater	27	10	10	17	22	22	5	22	5	3
29 Cochrane	8	8	2	6	5	8	.....	8	.....	.....
30 Comber	19	6	6	13	13	12	7	13	6	4
31 Cookstown	37	20	15	22	29	31	6	20	17	6
32 Creemore	35	20	12	23	20	26	9	10	25	13
33 Delaware	15	7	8	7	12	15	.....	6	9	3
34 Delhi	24	13	7	17	21	24	.....	15	9	5
35 Drayton	65	27	23	42	48	49	16	21	44	20
36 Dresden	57	17	27	30	43	42	15	32	25	11
37 Drumbo	17	5	9	8	12	14	3	15	2	2
38 Dryden	11	5	6	5	8	11	.....	11	.....	.....
39 Eganville	30	11	10	20	21	26	4	23	7	4
40 Eganville (R.C.S.S.)	57	22	28	29	35	34	23	42	15	10
41 Elmira	56	23	26	30	40	39	17	25	31	9
42 Elmvale	26	13	10	16	20	22	4	11	15	8
43 Ennismore	29	8	15	14	22	19	10	13	16	3
44 Erin	44	20	20	24	30	30	14	23	21	7
45 Exeter	102	46	28	74	83	73	29	54	48	14
46 Fenelon Falls	44	18	22	22	35	33	11	32	12	4
47 Finch	56	22	28	28	39	41	15	21	35	12
48 Fingal	19	3	8	11	11	15	4	12	7	4
49 Fitzroy Harbour	16	10	10	6	10	16	.....	6	10	3
50 Fort Frances	28	15	7	21	20	24	4	28	.....	.....

SCHOOLS—Continued

IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects									
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Geography	Reading	Arithmetic and Mensuration	Algebra
1	5	10	2	3	9	11	2	....	30	42	42	42	42	12	30	30	31	42
2	....	8	....	....	....	1	....	....	9	9	9	9	4	....	9	9	9	9
3	6	27	....	....	6	4	7	....	36	50	50	50	50	14	36	36	36	50
4	....	7	1	....	1	1	....	....	10	10	10	10	5	....	10	10	10	10
5	1	14	....	....	8	3	....	....	20	26	26	20	8	6	20	20	20	26
6	7	21	1	3	2	4	3	1	38	42	42	42	17	4	38	38	38	42
7	5	9	3	....	4	1	2	....	17	22	22	22	1	5	17	17	17	22
8	12	15	1	....	3	5	....	2	24	38	38	38	25	14	38	24	24	38
9	3	24	1	....	2	2	2	1	24	35	35	35	18	11	24	24	24	35
10	3	55	1	....	3	2	....	2	48	66	66	66	66	18	48	48	48	66
11	6	39	3	....	11	4	7	1	55	71	71	55	71	16	55	55	55	71
12	2	1	....	....	2	6	11	2	22	24	24	24	24	2	22	22	22	24
13	3	17	1	....	6	7	3	....	29	36	36	29	15	7	29	29	29	36
14	4	26	1	....	5	4	6	....	32	46	46	26	27	14	32	32	32	46
15	....	7	....	....	....	....	....	....	7	7	7	7	7	....	7	7	7	7
16	15	27	3	3	20	15	22	5	93	110	110	110	56	17	93	93	93	110
17	2	5	2	....	16	....	3	....	25	28	28	28	9	3	25	25	25	28
18	1	17	....	....	2	....	1	....	18	18	21	12	12	3	18	18	18	21
19	....	34	6	1	7	8	4	2	46	61	61	61	61	16	46	46	46	61
20	1	16	4	....	4	2	13	....	30	39	39	39	39	10	29	29	29	39
21	9	33	6	....	4	10	5	6	57	73	73	73	73	16	57	57	57	73
22	8	19	2	1	3	4	3	5	32	45	45	45	26	13	32	32	32	45
23	3	13	....	....	6	11	2	....	26	35	35	35	35	9	26	26	26	35
24	2	43	3	....	2	1	5	....	37	37	56	56	35	19	37	37	37	56
25	5	1	1	....	27	1	....	....	30	35	35	35	22	5	30	30	30	35
26	1	15	2	....	4	1	2	....	17	25	25	18	15	8	17	17	17	25
27	4	13	2	....	5	....	5	1	18	29	29	29	20	11	18	18	18	29
28	7	7	1	....	4	3	3	2	22	27	27	27	18	5	22	22	22	27
29	1	1	2	....	4	....	....	....	8	8	8	8	2	....	8	8	8	8
30	3	9	1	....	1	2	3	....	12	19	19	19	14	7	12	12	12	19
31	4	27	2	....	2	1	1	....	31	37	37	37	16	6	31	31	31	37
32	7	22	....	....	3	2	....	1	26	35	35	35	23	9	26	26	26	35
33	1	14	....	....	....	....	....	....	15	15	15	15	9	....	15	15	15	15
34	5	5	5	....	7	2	....	....	24	24	24	14	10	....	24	24	24	24
35	8	46	3	....	1	....	7	....	49	65	65	65	33	16	49	49	49	65
36	11	32	1	1	5	4	3	....	42	57	57	21	21	15	42	42	42	57
37	5	3	3	....	3	3	....	....	14	17	17	17	11	3	14	14	14	17
38	2	2	....	....	2	4	1	....	11	11	11	11	6	....	11	11	11	11
39	11	8	....	....	5	1	....	5	26	30	30	30	30	4	26	26	26	30
40	13	22	4	....	3	5	8	2	34	57	57	57	57	23	34	34	34	57
41	3	27	....	1	16	2	6	1	39	56	56	39	37	17	39	39	39	39
42	4	15	1	....	5	....	1	....	22	26	26	26	9	4	22	17	22	26
43	....	28	....	....	1	....	....	....	19	29	29	29	29	10	19	19	19	29
44	4	31	1	....	2	1	4	1	30	44	44	44	44	14	30	30	30	44
45	8	51	2	....	23	6	10	2	64	93	93	93	93	29	64	64	73	93
46	5	12	1	....	16	3	4	3	33	44	44	44	26	11	33	33	33	44
47	3	37	3	....	6	2	5	....	41	56	56	56	32	15	41	41	41	56
48	....	14	1	....	3	....	1	....	15	19	19	19	15	4	15	15	15	19
49	....	12	1	....	....	1	1	1	15	15	15	11	4	....	15	15	15	16
50	6	7	3	....	1	8	2	1	24	28	28	27	11	4	24	24	24	28

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Number of Pupils in the Various Subjects						
	Geometry	French	German	Latin	Zoology	Botany	Chemistry
1 Acton	30	37	.....	39	30	30	30
2 Agincourt	4	9	.....	9	9	9	4
3 Alvinston	36	26	.....	30	36	36	36
4 Arkona	5	10	.....	9	10	10	5
5 Ayr	14	24	.....	24	20	20	14
6 Bancroft	17	20	.....	20	38	38	17
7 Bath	14	15	.....	15	17	17	14
8 Beaverton	25	30	.....	29	24	24	.....
9 Beeton	18	32	.....	33	24	24	18
10 Belmont	42	61	.....	61	48	48	42
11 Blenheim	38	58	.....	56	55	55	55
12 Blind River	9	24	.....	24	22	22	9
13 Blyth	15	32	.....	32	29	29	15
14 Bothwell	34	34	.....	42	.....	32	34
15 Bowesville	2	7	.....	7	7	7	2
16 Bracebridge	56	90	.....	73	93	93	56
17 Bridgeburg	11	28	.....	28	25	25	11
18 Bruce Mines	12	10	.....	10	.....	18	12
19 Brussels	39	51	.....	46	46	46	15
20 Burk's Falls	25	36	.....	36	29	29	25
21 Burlington	57	72	.....	71	57	57	38
22 Cannington	26	43	.....	42	26	26	26
23 Cardinal	12	28	.....	30	26	26	12
24 Carp	35	50	.....	50	37	37	56
25 Chapleau	22	32	.....	32	30	30	5
26 Claremont	15	25	.....	24	17	17	15
27 Clifford	20	20	.....	27	18	18	11
28 Coldwater	18	26	.....	24	22	22	27
29 Cochrane	2	7	.....	7	8	8	2
30 Comber	14	19	.....	18	12	12	14
31 Cookstown	16	37	.....	37	31	31	16
32 Creemore	23	32	.....	35	26	26	35
33 Delaware	9	12	.....	13	15	15	9
34 Delhi	10	10	.....	24	24	24	10
35 Drayton	33	60	.....	63	49	49	33
36 Dresden	36	56	.....	54	42	42	36
37 Drumbo	11	15	.....	17	.....	.....	11
38 Dryden	6	6	.....	11	11	11	6
39 Eganville	19	10	.....	8	26	26	19
40 Eganville (R.C.S.S.)	39	33	.....	28	20	20	23
41 Elmira	37	52	.....	56	39	39	37
42 Elmvale	9	25	.....	22	22	22	9
43 Ennismore	20	15	.....	17	19	19	10
44 Erin	24	33	.....	44	30	30	14
45 Exeter	52	78	.....	78	64	64	52
46 Fenelon Falls	26	39	.....	40	33	33	11
47 Finch	32	48	.....	50	41	41	32
48 Fingal	15	15	.....	15	15	15	15
49 Fitzroy Harbour	5	14	.....	14	15	15	4
50 Fort Frances	11	26	.....	26	23	23	11

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued							Special Courses	
	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture
1	42	30	.....	.....	.....	30	41	.....	.....
2	9	9	.....	.....	.....	9	9	.....	.....
3	50	36	.....	.....	.....	36	50	.....	.....
4	10	10	.....	.....	.....	10	10	.....	.....
5	26	20	.....	.....	.....	20	26	.....	.....
6	42	36	.....	.....	.....	36	42	.....	.....
7	22	17	.....	.....	.....	17	24	.....	.....
8	....	24	.....	.....	.....	24	38	.....	.....
9	35	24	.....	.....	.....	24	35	.....	.....
10	66	48	.....	.....	.....	48	66	.....	.....
11	55	33	.....	.....	.....	55	66	.....	.....
12	24	22	.....	.....	.....	22	24	.....	.....
13	36	29	.....	.....	.....	29	36	.....	.....
14	46	32	.....	.....	.....	32	46	.....	.....
15	7	7	.....	.....	.....	7	7	.....	.....
16	110	56	.....	.....	.....	93	110	.....	.....
17	28	25	.....	.....	.....	25	28	.....	.....
18	12	18	.....	.....	.....	18	21	.....	.....
19	61	46	.....	.....	.....	48	60	.....	.....
20	40	29	.....	.....	.....	29	40	.....	.....
21	73	57	.....	.....	.....	52	73	.....	.....
22	45	32	.....	.....	.....	26	45	.....	.....
23	35	26	.....	.....	.....	26	25	.....	.....
24	56	37	.....	.....	.....	37	56	.....	.....
25	35	30	.....	.....	.....	30	35	.....	.....
26	25	17	.....	.....	.....	17	25	.....	.....
27	29	18	.....	.....	.....	18	30	.....	.....
28	27	22	5	.....	27	22	27	.....	.....
29	8	8	.....	.....	.....	8	8	.....	.....
30	19	12	.....	.....	.....	12	19	.....	.....
31	37	31	.....	.....	.....	31	37	.....	.....
32	35	26	.....	.....	.....	26	35	.....	.....
33	15	15	.....	.....	.....	15	15	.....	.....
34	24	24	.....	.....	.....	24	24	.....	.....
35	65	49	.....	.....	.....	49	65	.....	49
36	57	42	.....	.....	.....	42	57	.....	.....
37	17	14	.....	.....	.....	14	17	.....	.....
38	11	11	5	.....	.....	11	11	.....	.....
39	30	26	.....	.....	.....	26	30	.....	.....
40	57	34	.....	.....	.....	20	56	.....	.....
41	37	39	.....	.....	.....	35	56	.....	.....
42	22	17	.....	.....	.....	22	26	.....	.....
43	29	29	.....	.....	.....	19	29	.....	.....
44	14	30	.....	.....	.....	30	44	.....	.....
45	93	73	67	23	23	64	102	23	29
46	44	33	.....	.....	.....	33	44	.....	.....
47	56	41	.....	.....	.....	41	56	.....	.....
48	19	15	.....	.....	.....	15	19	.....	.....
49	15	16	.....	.....	.....	15	16	.....	.....
50	11	24	.....	.....	.....	23	28	.....	.....

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Continued	Pupils					Number of Pupils in—		Number of Pupils from—		No. of other Sections thus represented
	Total number of pupils on the roll for the year	Number of new pupils admitted during the year	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	Municipalities forming C. S. District or from School Section	Other Sections	
51 Frankford	37	9	18	19	26	21	16	19	18	6
52 Gore Bay	59	13	25	34	24	47	12	40	19	7
53 Grand Valley	53	22	19	34	40	39	14	21	32	7
54 Hanover	61	29	27	34	50	52	9	51	10	8
55 Harrow	30	3	12	18	23	23	7	15	15	8
56 Havelock	33	12	8	25	26	20	13	28	5	5
57 Highgate	50	19	22	28	30	38	12	17	33	9
58 Huntsville	60	20	20	40	47	45	15	49	11	7
59 Jarvis	22	13	12	10	16	22	.....	9	13	7
60 Jockvale	9	6	2	7	6	9	.....	8	1	1
61 Kars	20	7	11	9	13	15	5	10	10	3
62 Keewatin	13	9	5	8	12	11	2	13	.....	.....
63 Kenmore	48	13	25	23	35	32	16	23	25	4
64 Kinburn	35	17	14	21	25	25	10	17	18	9
65 Lakefield	53	19	22	31	40	41	12	38	15	8
66 Lanark	53	19	20	33	36	28	25	30	23	9
67 Lansdowne	15	5	5	10	11	15	.....	7	8	6
68 Little Current	18	8	3	15	11	18	.....	15	3	2
69 Lucknow	78	35	35	43	56	41	37	32	46	13
70 Malakoff	17	4	4	13	11	13	4	11	6	1
71 Manitowaning	16	5	7	9	13	16	.....	4	12	8
72 Manotick	8	4	3	5	6	8	.....	6	2	2
73 Maxville	59	25	22	37	46	50	9	17	42	17
74 Massey	5	5	1	4	4	5	.....	1	4	2
75 Melbourne	34	13	13	21	27	20	14	13	21	9
76 Merlin	37	16	15	22	5	28	9	33	4	2
77 Merrickville	39	15	10	29	30	29	10	22	17	9
78 Metcalfe	35	11	11	24	25	24	11	21	14	8
79 Millbrook	69	31	27	42	41	57	12	21	48	18
80 Milton	76	26	16	60	57	53	23	34	42	17
81 Mount Albert	42	15	21	21	30	30	12	16	26	8
82 Mount Brydges	20	20	4	16	15	20	.....	7	13	7
83 Navan	19	6	5	14	16	16	3	17	2	2
84 New Hamburg	34	10	16	18	25	26	8	20	14	6
85 New Liskeard	41	19	13	28	48	35	6	30	11	9
86 North Augusta	28	9	11	17	20	18	10	15	13	8
87 North Gower	35	15	18	17	26	21	14	12	23	8
88 Norwich	57	23	25	32	34	45	12	24	33	11
89 New Toronto	11	11	3	8	7	11	.....	6	5	2
90 Odessa	31	8	12	19	23	22	9	12	19	15
91 Oil Springs	34	14	14	20	29	27	7	22	12	6
92 Orono	46	13	18	28	41	27	19	26	20	9
93 Paisley	69	34	28	41	58	53	16	38	31	16
94 Pakenham	44	17	15	29	28	33	11	20	24	7
95 Palmerston	55	25	18	37	36	45	10	36	19	7
96 Plattsville	28	8	10	18	25	18	10	17	11	6
97 Port Burwell	24	8	9	15	19	19	5	20	4	3
98 Port Colborne	59	30	29	30	26	49	10	51	8	3
99 Powassan	25	16	14	11	23	25	.....	21	4	3
100 Princeton	18	8	6	12	14	13	5	13	5	2
101 Richmond	22	12	6	16	15	22	.....	11	11	2
102 Ridgeway	34	14	18	16	31	22	12	21	13	7
103 Ripley	78	30	30	48	62	49	29	42	36	12

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects									
	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Geography	Reading	Arithmetic and Mensuration	Algebra
51	3	21	1	....	2	5	4	1	21	37	37	37	37	16	21	21	21	37
52	12	34	2	....	4	4	....	3	47	57	57	57	57	10	47	47	45	45
53	....	31	6	....	4	2	4	6	34	53	53	53	32	14	39	39	39	53
54	12	11	6	1	12	8	10	1	52	61	61	61	61	9	52	52	52	61
55	2	19	2	....	1	3	2	1	23	30	30	30	13	7	23	23	23	30
56	5	6	1	....	14	4	1	2	20	33	33	11	22	13	33	20	20	33
57	8	38	1	....	....	....	2	1	38	50	50	50	50	11	38	21	38	50
58	7	10	2	....	10	13	15	3	45	60	60	60	32	15	45	45	45	60
59	....	18	1	....	1	1	1	....	22	22	22	22	10	....	22	22	22	22
60	....	9	....	....	....	....	....	....	9	9	9	9	3	....	9	9	9	9
61	1	14	....	....	4	....	....	1	15	20	20	20	20	5	15	15	15	20
62	....	.....	....	....	....	10	3	....	11	13	13	13	4	2	11	11	11	13
63	....	42	2	....	2	2	....	....	32	48	48	48	32	16	32	32	32	48
64	4	25	1	....	....	1	4	....	25	35	35	18	17	10	25	25	25	35
65	2	16	1	....	4	1	29	....	41	53	53	53	35	12	41	41	41	53
66	8	27	4	....	10	....	4	....	28	53	53	53	34	25	28	28	28	53
67	4	10	....	....	....	....	1	....	15	15	15	15	7	....	15	15	15	15
68	2	4	....	....	6	....	6	....	18	18	18	18	10	....	18	18	18	18
69	11	50	4	....	3	8	2	....	41	78	78	78	52	37	41	41	41	78
70	....	17	....	....	....	....	....	....	13	17	17	13	13	4	13	13	13	17
71	2	11	1	....	1	1	....	....	16	16	16	16	9	....	16	16	16	16
72	2	3	2	....	....	....	1	....	8	8	8	8	2	....	8	8	8	8
73	4	42	6	....	2	1	3	1	50	58	58	59	30	9	50	50	50	59
74	....	1	1	....	3	....	....	....	5	5	5	4	1	....	5	5	5	5
75	4	25	1	1	....	1	2	....	20	34	34	34	34	14	20	20	20	34
76	10	20	....	....	....	....	6	1	37	37	37	24	22	9	28	28	28	37
77	2	17	2	....	4	....	14	....	29	39	39	39	39	10	29	29	29	39
78	2	23	3	....	3	1	1	2	24	35	35	35	19	11	24	24	24	35
79	7	47	6	....	5	2	....	2	57	69	69	69	38	12	57	57	57	69
80	12	43	3	1	6	5	5	1	53	76	76	24	52	23	53	53	53	76
81	4	32	....	....	4	1	....	1	30	42	42	42	27	12	30	30	30	42
82	1	16	1	....	....	....	2	....	20	20	20	20	5	....	20	20	20	20
83	....	17	....	....	2	....	....	....	16	19	19	19	12	3	16	16	16	19
84	7	12	1	1	5	5	3	....	26	34	34	26	24	8	26	26	26	34
85	7	8	5	....	12	1	8	....	35	41	41	41	16	6	35	35	35	41
86	4	20	1	....	2	....	1	....	18	28	28	28	20	10	18	18	18	28
87	3	25	1	....	3	....	2	1	21	35	35	27	22	14	21	21	21	35
88	7	39	3	....	3	2	....	3	45	57	57	34	35	12	45	45	45	55
89	1	.....	....	....	10	....	....	....	11	11	11	11	....	....	11	11	11	11
90	2	23	2	....	2	2	....	....	22	31	31	20	20	9	22	22	22	31
91	5	12	....	....	7	2	8	....	27	34	34	20	21	7	27	27	27	34
92	8	25	1	....	5	3	4	....	27	46	46	46	33	19	27	27	27	46
93	5	49	4	....	5	2	4	....	53	69	69	69	35	16	53	53	53	69
94	2	32	4	....	5	....	1	....	33	44	44	44	28	11	33	33	33	44
95	4	22	2	....	12	11	4	....	45	55	55	55	29	10	45	45	45	55
96	6	15	1	....	4	1	1	....	18	28	28	28	20	10	18	18	19	28
97	6	5	....	....	....	....	11	2	19	24	24	24	13	5	19	19	19	24
98	15	8	2	....	20	10	2	2	49	59	59	59	59	10	49	49	49	59
99	4	8	1	....	3	4	5	....	25	25	25	25	9	....	25	25	25	25
100	....	14	2	....	....	1	1	....	13	18	18	18	10	5	13	13	13	18
101	....	14	3	....	4	1	....	....	22	22	22	22	13	....	22	22	22	13
102	8	18	1	....	1	5	1	....	22	34	34	34	26	12	22	22	22	34
103	18	44	5	....	3	5	2	1	49	78	78	78	48	29	49	49	49	78

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Continued.						
	Geometry	French	German	Latin	Zoology	Botany	Chemistry
51 Frankford	30	22	.....	21	21	21	30
52 Gore Bay	31	40	.....	42	47	47	57
53 Grand Valley	53	51	.....	52	39	39	53
54 Hanover	32	50	8	61	52	52	32
55 Harrow	13	28	.....	27	23	23	13
56 Havelock	22	16	.....	21	19	19	18
57 Highgate	29	40	.....	43	38	38	29
58 Huntsville	32	49	.....	47	45	45	32
59 Jarvis	10	20	.....	20	22	22	10
60 Jockvale	3	.....	.....	6	9	9	3
61 Kars	10	20	.....	20	15	15	20
62 Keewatin	4	9	.....	10	11	11	4
63 Kenmore	31	43	.....	47	32	32	31
64 Kinburn	17	30	.....	30	25	25	17
65 Lakefield	35	53	.....	53	41	41	35
66 Lanark	34	43	.....	51	28	28	34
67 Lansdowne	7	15	.....	15	15	15	7
68 Little Current	10	.....	.....	.....	18	18	10
69 Lucknow	52	57	.....	64	41	41	52
70 Malakoff	17	14	.....	15	13	13	13
71 Manitowaning	9	.....	.....	.....	16	16	9
72 Manotick	2	8	.....	8	8	8	2
73 Maxville	30	29	.....	28	50	50	30
74 Massey	1	5	.....	5	5	5	1
75 Melbourne	21	28	.....	31	20	20	21
76 Merlin	37	35	.....	32	28	28	22
77 Merrickville	24	24	.....	24	29	29	24
78 Metcalfe	19	24	.....	26	24	24	19
79 Millbrook	38	67	.....	66	57	57	38
80 Milton	52	53	.....	57	53	53	52
81 Mount Albert	27	39	.....	40	30	30	27
82 Mount Brydges	5	20	.....	20	20	20	20
83 Navan	12	19	.....	19	16	16	12
84 New Hamburg	24	.....	24	33	26	26	24
85 New Liskeard	16	41	.....	41	35	35	16
86 North Augusta	20	22	.....	22	18	18	28
87 North Gower	22	31	.....	32	21	21	22
88 Norwich	55	33	.....	32	44	44	35
89 New Toronto	.....	11	.....	11	11	11	.....
90 Odessa	20	25	.....	25	22	22	31
91 Oil Springs	21	23	.....	18	27	27	21
92 Orono	33	42	.....	46	27	27	33
93 Paisley	35	58	.....	69	53	53	35
94 Pakenham	28	43	.....	44	33	33	28
95 Palmerston	29	45	.....	48	45	45	29
96 Plattsville	20	21	.....	28	18	18	20
97 Port Burwell	13	21	.....	24	19	19	13
98 Port Colborne	27	50	.....	50	49	49	27
99 Powassan	9	23	.....	23	25	25	9
100 Princeton	10	4	.....	5	13	13	5
101 Richmond	13	7	.....	10	22	22	13
102 Ridgeway	20	27	.....	26	22	22	20
103 Ripley	48	65	.....	69	49	49	48

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued							Special Courses	
	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture
51	37	21	.....	.....	.....	21	37	.....	.....
52	57	47	.....	.....	.....	47	57	.....	.....
53	53	39	.....	.....	.....	39	53	.....	.....
54	61	52	.....	.....	.....	52	61	.....	.....
55	30	23	.....	.....	.....	23	30	.....	.....
56	33	20	.....	.....	.....	22	33	.....	.....
57	50	21	.....	.....	.....	50	50	.....	.....
58	60	45	28	.....	.....	45	60	.....	.....
59	22	22	.....	.....	.....	22	22	.....	.....
60	9	9	.....	.....	.....	9	9	.....	.....
61	20	15	.....	.....	.....	16	20	.....	.....
62	13	9	.....	.....	.....	11	13	.....	.....
63	48	32	.....	.....	.....	32	48	.....	.....
64	35	25	.....	.....	.....	25	35	.....	.....
65	53	41	.....	.....	.....	41	53	.....	.....
66	53	28	.....	.....	.....	28	53	.....	.....
67	15	15	.....	.....	.....	15	15	.....	.....
68	18	18	.....	.....	.....	18	18	.....	.....
69	78	41	.....	.....	.....	41	78	.....	.....
70	17	13	.....	.....	.....	14	17	.....	.....
71	16	16	.....	.....	.....	16	16	.....	.....
72	8	8	.....	.....	.....	8	8	.....	.....
73	59	50	.....	.....	.....	50	59	.....	.....
74	5	5	.....	.....	.....	5	5	.....	.....
75	34	20	.....	.....	.....	20	33	.....	.....
76	37	28	.....	.....	.....	28	35	.....	.....
77	39	29	.....	.....	.....	29	39	.....	.....
78	35	24	.....	.....	.....	24	35	.....	.....
79	69	57	.....	.....	.....	57	69	.....	.....
80	76	53	.....	.....	.....	53	76	.....	.....
81	42	30	.....	.....	.....	30	42	.....	.....
82	20	20	.....	.....	.....	20	20	.....	.....
83	12	16	.....	.....	.....	16	.....	.....	.....
84	34	26	.....	.....	.....	26	34	.....	.....
85	41	35	.....	.....	.....	35	41	.....	35
86	28	18	.....	.....	.....	18	28	.....	.....
87	35	21	.....	.....	.....	21	35	.....	.....
88	35	44	.....	.....	.....	44	57	.....	.....
89	11	11	.....	.....	.....	11	11	.....	.....
90	31	22	.....	.....	.....	22	31	.....	.....
91	34	27	.....	.....	.....	27	34	.....	.....
92	33	27	.....	.....	.....	28	46	.....	.....
93	69	53	.....	.....	.....	53	69	.....	.....
94	44	33	.....	.....	.....	33	44	.....	.....
95	55	45	.....	.....	.....	45	55	.....	.....
96	28	18	.....	.....	.....	18	28	.....	.....
97	24	19	.....	.....	.....	19	24	.....	.....
98	59	32	.....	.....	.....	49	59	.....	.....
99	25	25	.....	.....	.....	25	25	.....	.....
100	5	13	.....	.....	.....	13	18	.....	.....
101	22	22	.....	.....	.....	22	22	.....	.....
102	34	22	.....	.....	.....	.....	34	.....	22
103	78	78	.....	.....	.....	49	78	.....	.....

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Continued	Pupils					Number of Pupils in—		Number of Pupils from—		
	Total number of pupils on the roll for the year	Number of new pupils admitted during the year	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	Municipalities forming C. S. District or from School Section	Other Sections	No. of other Sections thus represented
104 Rodney	55	16	24	31	40	40	15	30	25	6
105 Russell	29	16	7	22	23	22	7	23	6	3
106 St. George	37	13	14	23	27	27	10	24	13	4
107 Schomberg	27	15	13	14	18	27	.....	27	.....	.....
108 Southampton	42	20	25	17	26	29	13	36	6	6
109 South Mountain	51	51	26	25	46	37	14	19	32	18
110 South Porcupine	9	6	2	7	4	9	.....	8	1	1
111 Spencerville	27	10	11	16	23	18	9	13	14	6
112 Springfield	18	6	5	13	15	14	4	13	5	3
113 Stayner	57	22	21	36	40	44	13	28	29	11
114 Stella	23	7	9	14	16	17	6	8	15	6
115 Stouffville	41	15	17	24	23	22	19	25	16	8
116 Sturgeon Falls	11	8	4	7	8	11	.....	10	1	1
117 Sutton	43	22	22	21	30	36	7	25	18	9
118 Tamworth	42	12	17	25	28	30	12	19	23	9
119 Tara	35	10	11	24	28	23	12	35	.....	.....
120 Tavistock	46	13	19	27	35	30	16	33	13	4
121 Teeswater	39	13	12	27	32	28	11	18	21	11
122 Thamesville	51	19	12	39	41	40	11	32	19	8
123 Thessalon	45	15	9	36	21	37	8	25	20	7
124 Thornbury	54	20	22	32	40	39	15	18	36	14
125 Thorndale	42	23	13	29	26	31	11	42	.....	.....
126 Tilbury	27	21	8	19	19	25	2	18	9	7
127 Tottenham	39	16	13	26	26	30	9	9	30	8
128 Warkworth	45	17	19	26	35	37	8	25	20	8
129 Webbwood	14	5	3	11	8	14	.....	14	.....	.....
130 West Lorne	38	13	17	21	28	31	7	36	2	1
131 Westmeath	30	11	12	18	18	13	17	12	18	3
132 Westport	37	12	19	18	23	29	8	26	11	4
133 Westport (R.C.S.S.)	37	14	13	24	27	27	10	31	6	6
134 Westboro	26	26	12	14	22	26	.....	23	3	3
135 Winona	30	19	8	22	19	30	.....	17	13	5
136 Wolfe Island	14	9	9	5	12	14	.....	14	.....	.....
137 Wroxeter	38	11	20	18	32	25	13	14	24	10
Totals, 1917–1918	5,104	2,151	1,989	3,115	3,734	3,858	1,246	2,949	2,155	900
Totals 1916–1917	5,082	.....	1,979	3,103	3,729	3,977	1,105	2,906	2,176	902
Increases	22	.....	10	12	5	.....	141	43	.....	.....
Decreases	.....	.....	.....	.....	.....	119	.....	.....	21	2
Percentages	.....	42.14	38.96	61.03	73.15	75.58	24.41	57.77	42.22	.....

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects					
Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History
104 14	22	.....	.....	3	12	4	.....	40	53	53	53	37	13
105 2	16	1	.....	2	3	5	.....	22	29	29	29	29	7
106 5	22	1	.....	4	5	.....	.....	27	37	37	37	24	10
107 ..	15	2	.....	1	5	2	2	27	27	27	27	10	.....
108 10	5	1	.....	15	5	5	1	29	42	42	42	23	13
109 4	45	.....	.....	1	.....	1	.....	37	51	51	51	36	14
110 2	1	.....	.....	2	2	2	.....	9	9	9	9	4	.....
111 5	15	3	.....	4	.....	.....	.....	18	27	27	27	27	13
112 4	9	.....	.....	1	3	1	.....	14	18	18	18	8	4
113 11	37	1	1	1	1	5	.....	41	54	54	54	31	13
114 6	12	.....	.....	4	.....	1	.....	17	23	23	23	16	6
115 ..	22	7	.....	4	.....	5	3	22	41	41	41	27	19
116 3	5	.....	.....	3	.....	.....	.....	11	11	11	8	3	.....
117 8	20	6	1	2	1	2	3	36	43	43	43	22	7
118 7	26	2	1	4	1	1	.....	30	42	42	42	30	12
119 2	16	5	.....	6	5	1	.....	23	34	34	34	23	11
120 ..	19	.....	.....	9	3	15	.....	30	46	46	46	46	16
121 3	25	4	.....	3	2	2	.....	28	39	39	39	25	11
122 10	21	1	.....	3	1	14	1	40	51	51	51	27	11
123 10	17	.....	1	6	4	4	3	37	45	45	45	29	8
124 3	29	9	.....	7	6	.....	.....	39	54	54	54	34	15
125 1	33	3	.....	3	.....	2	.....	31	42	42	42	42	11
126 1	12	1	.....	.....	3	10	.....	25	27	27	27	27	2
127 4	26	3	.....	2	2	2	.....	30	39	39	39	25	9
128 5	28	.....	.....	4	4	4	.....	37	45	45	45	23	8
129 ..	3	.....	.....	.....	.....	11	.....	14	14	14	14	6	.....
130 16	18	2	.....	2	.....	.....	.....	31	38	38	12	19	7
131 5	23	.....	.....	2	.....	.....	.....	30	30	30	30	17	.....
132 6	25	1	.....	1	.....	4	.....	29	37	37	29	23	8
133 7	21	.....	.....	4	2	3	.....	37	37	37	37	37	8
134 22	2	.....	.....	2	.....	.....	.....	26	26	26	21	5	.....
135 2	25	.....	1	.....	.....	2	.....	30	30	30	30	8	.....
136 ..	10	.....	.....	4	.....	.....	.....	14	14	14	8	6	.....
137 2	28	.....	.....	5	2	1	.....	25	38	38	38	27	13
642	2,693	233	22	602	359	457	96	3,877	5,057	5,079	4,726	3,421	1,220
599	2,675	223	26	609	391	464	95	3,979	5,039	5,030	4,639	3,562	1,107
43	18	10	.....	.....	.....	.....	1	.....	18	49	87	.....	113
....	.....	.....	4	7	32	7	.....	102	.....	.....	.....	141	.....
12.57	52.76	4.56	.43	11.79	7.03	8.95	1.88	75.96	99.07	99.51	92.59	67.02	23.90

CONTINUATION

II. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Concluded								
	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	French	German	Latin	Zoology
104 Rodney	40	40	40	53	37	37	.....	37	40
105 Russell	22	22	22	29	13	29	.....	22	22
106 St. George	27	27	27	37	24	34	.....	33	27
107 Schomberg	27	27	27	27	10	14	.....	18	23
108 Southampton	29	29	29	42	23	42	.....	42	29
109 South Mountain	37	37	37	51	36	48	.....	48	37
110 South Porcupine	9	9	9	4	4	9	.....	9	9
111 Spencerville	18	18	18	27	13	25	.....	26	18
112 Springfield	14	14	15	18	8	11	.....	17	14
113 Stayner	41	41	42	54	31	32	.....	35	41
114 Stella	17	17	17	23	16	19	.....	21	17
115 Stouffville	22	22	22	41	27	23	.....	36	22
116 Sturgeon Falls	11	11	11	11	3	5	.....	7	11
117 Sutton	36	36	36	43	22	35	.....	34	36
118 Tamworth	30	30	31	42	30	25	.....	37	30
119 Tara	23	23	24	34	23	35	.....	31	23
120 Tavistock	30	30	30	46	31	.....	41	43	30
121 Teeswater	28	28	28	39	25	31	.....	39	28
122 Thamesville	40	40	40	51	27	31	.....	43	40
123 Thessalon	37	37	37	45	29	29	.....	33	37
124 Thornbury	54	54	39	54	34	44	.....	52	39
125 Thorndale	31	31	31	42	19	32	.....	33	31
126 Tilbury	25	25	25	27	6	27	.....	22	.....
127 Tottenham	30	30	30	39	25	37	.....	37	30
128 Warkworth	37	37	37	45	23	44	.....	44	37
129 Webbwood	14	14	14	14	14	8	.....	6	14
130 West Lorne	31	31	31	38	26	21	.....	27	31
131 Westmeath	30	30	30	30	17	30	.....	30	30
132 Westport	29	29	29	37	23	34	.....	34	29
133 Westport (R.C.S.S.)	29	37	29	37	23	36	.....	36	2
134 Westboro'	26	26	26	26	26	25	.....	26	26
135 Winona	30	30	30	30	8	23	.....	23	30
136 Wolfe Island	14	14	14	14	6	14	.....	14	14
137 Wroxeter	25	25	25	38	27	21	.....	25	25
Totals, 1917–1918	3,906	3,865	3,877	5,036	3,021	4,025	73	4,277	3,721
Total, 1916–1917	3,956	3,958	4,001	5,016	3,158	3,627	81	3,958	3,753
Increases	.....	.....	.....	20	.....	398	.....	319	.....
Decreases	50	93	124	.....	137	.....	8	.....	32
Percentages	76.52	75.72	75.97	98.66	59.18	78.85	1.43	83.79	72.90

SCHOOLS—Concluded

AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Number of Pupils in the Various Subjects—Concluded									Special Courses	
	Botany	Chemistry	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture
104	40	37	53	40	.....	.....	.....	40	55	.....	.....
105	22	13	29	22	.....	.....	.....	22	29	.....	.....
106	27	24	37	27	.....	.....	.....	27	37	.....	.....
107	23	10	27	27	.....	.....	.....	24	27	.....	.....
108	29	23	42	29	.....	.....	.....	29	42	.....	.....
109	37	36	51	37	.....	.....	.....	37	57	.....	.....
110	9	4	9	9	.....	.....	.....	9	9	.....	.....
111	18	13	27	18	.....	.....	.....	18	27	.....	.....
112	14	8	8	14	.....	.....	.....	14	18	.....	.....
113	41	13	54	41	.....	.....	.....	41	55	.....	.....
114	17	16	23	17	.....	.....	.....	17	23	.....	.....
115	22	27	27	22	.....	.....	.....	22	41	.....	.....
116	11	3	11	11	.....	.....	.....	11	11	.....	.....
117	36	22	22	36	.....	.....	.....	36	43	.....	.....
118	30	30	42	31	.....	.....	.....	30	41	.....	.....
119	23	23	34	23	.....	.....	.....	24	34	.....	.....
120	30	31	46	30	.....	.....	.....	30	46	.....	.....
121	28	11	25	28	.....	.....	.....	28	39	.....	.....
122	40	27	51	40	.....	.....	.....	40	51	.....	.....
123	37	29	45	37	.....	.....	.....	37	45	.....	.....
124	39	34	54	34	.....	.....	.....	34	54	.....	.....
125	31	19	42	31	.....	.....	.....	31	42	.....	.....
126	....	2	2	25	.....	.....	.....	21	27	.....	.....
127	30	39	39	30	30	.....	.....	30	39	.....	.....
128	37	23	45	37	.....	.....	.....	37	45	.....	.....
129	14	14	14	14	.....	.....	.....	14	14	.....	.....
130	31	26	7	31	.....	.....	.....	31	38	.....	.....
131	30	30	30	30	.....	.....	.....	30	30	.....	.....
132	29	8	37	29	.....	.....	.....	29	37	.....	.....
133	27	18	37	37	.....	.....	.....	27	37	.....	.....
134	26	26	26	26	21	4	4	26	26	.....	.....
135	30	8	30	30	.....	.....	.....	30	30	.....	.....
136	14	14	14	14	.....	.....	.....	14	14	.....	.....
137	25	27	38	25	.....	.....	.....	27	38	.....	.....
	3,796	2,935	4,778	3,814	156	27	54	3,817	5,062	23	135
	3,892	3,017	4,866	3,788	273	16	16	3,995	4,992	16	166
	.....	.....	.....	26	.....	11	38	.....	70	7	.....
	96	82	88	.....	117	.....	.....	178	.....	.....	31
	74.37	57.50	93.61	74.72	3.05	.52	1.05	74.78	99.17	.45	2.64

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

Collegiate Institutes	Re- Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
1 Barrie	1,218 41	3,983 38	7,071 89
2 Brantford	3,452 64	6,423 98	23,730 00
3 Brockville	2,703 62	4,608 36	13,000 00
4 Chatham	3,226 48	3,946 79	20,917 00
5 Clinton	1,018 73	5,347 71	2,000 00
6 Cobourg	1,338 62	4,365 81	8,300 00
7 Collingwood	1,705 12	3,324 13	11,609 26
8 Fort William	2,705 32	.....	21,827 04
9 Galt	2,385 81	10,408 68	11,900 00
10 Goderich	1,934 06	.....	6,500 00
11 Guelph	2,640 53	.....	18,108 19
12 Hamilton	2,350 03	.....	51,558 59
13 Ingersoll	1,489 05	3,444 12	6,986 79
14 Kingston	1,213 52	.....	22,200 00
15 Kitchener-Waterloo	2,695 80	4,314 17	18,994 80
16 Lindsay	1,218 39	7,244 49	8,363 39
17 London	2,780 65	.....	58,187 94
18 Morrisburg	839 76	3,965 39	3,305 51
19 Napanee	1,097 04	4,747 71	5,338 00
20 Niagara Falls	2,017 29	2,886 45	17,500 00
21 North Bay	2,300 28	.....	18,144 00
22 Orillia	1,305 25	2,438 22	9,500 00
23 Ottawa	1,329 60	.....	96,286 87
24 Owen Sound	2,485 63	6,093 91	14,280 00
25 Perth	1,059 05	4,216 47	4,026 59
26 Peterborough	1,773 62	.....	24,600 00
27 Picton	1,347 39	6,706 40	5,500 00
28 Port Arthur	3,307 51	.....	15,000 00
29 Renfrew	1,212 50	9,251 38	8,000 00
30 St. Catharines	1,160 76	4,701 54	15,197 60
31 St. Mary's	1,054 28	2,528 07	6,500 00
32 St. Thomas	1,716 41	5,234 62	22,719 04
33 Sarnia	1,131 10	2,582 25	15,660 80
34 Seaforth	1,001 75	4,174 39	3,006 91
35 Smith's Falls	2,019 69	888 51	13,251 84
36 Stratford	2,795 79	3,653 66	23,348 31
37 Strathroy	929 12	3,529 07	4,400 00
38 Toronto, Harbord	1,416 25	.....	127,659 89
39 Toronto, Humberside	1,217 50	.....	40,347 02
40 Toronto, Jarvis	1,481 11	.....	39,969 22
41 Toronto, Malvern Avenue	1,216 00	.....	21,377 16
42 Toronto, Oakwood	2,638 36	.....	41,312 90
43 Toronto, Parkdale	1,125 50	.....	38,574 05
44 Toronto, Riverdale	2,961 48	.....	37,471 87
45 Vankleek Hill	1,048 48	5,431 55	2,750 00
46 Windsor	1,169 00	7,000 87	29,865 99
47 Woodstock	2,734 29	6,167 73	11,350 00
Totals	85,018 57	143,609 81	1,027,498 26
High Schools			
1 Alexandria	741 38	741 38	5,680 65
2 Alliston	553 12	1,465 58	2,000 00
3 Almonte	601 03	1,000 00	3,744 01
4 Amherstburg	517 89	1,032 98	2,400 00
5 Arnprior	1,076 03	3,403 86	4,883 65
6 Arthur	646 39	1,841 33	2,094 50
7 Athens	742 32	3,999 24	2,000 00

AND HIGH SCHOOLS.

STATEMENT

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodations
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2,199 00	4,756 93	19,229 61	10,729 54	2,922 05	40 43
2	3,782 30	266 24	37,655 16	26,388 63	.....	1,797 93
3	818 00	1,074 15	22,204 13	13,720 00	.....	150 63
4	1,985 94	2,778 52	32,854 73	18,091 50	.....	1,554 43
5	1,229 50	314 51	9,910 45	7,853 75	71 21	43 77
6	.....	5,107 20	19,111 63	11,280 39	171 15	339 53
7	534 00	449 04	17,621 55	12,040 00	511 14	86 60
8	.....	229 98	24,762 34	17,683 35	2,163 88	74 12
9	3,267 50	4,759 13	32,721 12	20,133 28	610 00	232 62
10	1,455 10	2,257 24	12,146 40	9,433 15	.....	236 32
11	3,641 80	345 82	24,736 34	17,200 00	72 77	303 33
12	8,417 25	710 58	63,036 45	50,891 00	.....	550 50
13	705 75	1,866 47	14,492 18	7,795 05	.....	641 54
14	3,689 75	3,241 17	30,344 44	24,580 00	.....	640 06
15	2,907 70	3,567 87	32,480 34	18,403 36	2,284 43	307 51
16	2,803 50	2,091 97	21,721 74	17,283 50	.....	410 04
17	5,258 00	11,272 39	77,498 98	48,780 00	.....	717 27
18	.....	2,856 37	10,967 03	7,400 00	214 00	170 31
19	.....	5,773 24	16,955 99	9,286 15	299 97	47 57
20	.....	931 90	23,335 64	15,530 00	.....	234 65
21	.....	296 93	20,741 21	11,057 20	252 79	312 29
22	2,593 50	1,469 93	17,306 90	12,390 00	.....	228 17
23	16,092 50	17,773 20	131,482 17	71,724 10	12,823 81	5,502 63
24	1,953 25	1,654 24	26,467 03	19,170 50	796 32	570 35
25	814 23	5,453 86	15,570 00	8,540 00	730 80	26 04
26	2,577 94	4,417 46	33,369 02	23,281 50	1,865 90	1,390 89
27	.....	6,753 53	20,307 32	9,502 20	55 25	124 25
28	.....	2,589 52	20,897 03	13,461 75	220 78	607 98
29	10 00	1,926 31	20,400 19	13,719 11	.....	268 37
30	1,688 50	1,773 68	24,522 08	18,802 23	17 30	198 46
31	1,573 00	243 71	11,899 06	8,900 00	.....	43 23
32	753 00	958 15	31,381 22	25,866 34	91 15	428 04
33	.....	3,502 37	22,876 52	14,126 99	954 49	.....
34	1,482 80	3,995 64	13,661 49	7,534 40	.....	744 81
35	414 00	2,229 63	18,803 67	13,140 00	1,286 60	177 80
36	4,079 71	951 72	34,829 19	23,800 00	.....	456 90
37	1,318 00	735 57	10,911 76	7,842 75	.....	.....
38	5,218 00	132,878 72	267,172 86	40,330 50	739 77	3,868 88
39	4,340 00	43 30	45,947 82	34,275 00	87 58	2,105 22
40	3,996 35	136,589 95	182,036 63	34,503 11	84 30	1,639 48
41	2,714 00	36 32	25,343 48	17,208 50	117 66	1,607 44
42	4,746 00	106 84	48,854 10	37,672 25	801 62	718 49
43	3,913 00	58,618 30	102,230 85	33,675 37	22,000 00	2,250 82
44	1,864 00	2,386 25	44,683 60	29,162 50	390 55	1,936 49
45	.....	5,249 52	14,479 55	7,500 00	.....	126 64
46	.....	140,881 19	178,917 05	29,408 43	130,748 40	5,794 51
47	2,307 95	596 98	23,156 95	15,005 75	420 97	1,017 87
	107,144 82	588,763 54	1,952,035 00	946,103 13	183,806 64	40,725 21
1	.....	1,307 24	8,470 65	5,500 00	433 55	19 90
2	490 00	545 13	5,053 83	3,500 00	.....	.....
3	554 00	694 60	6,593 64	4,600 00	650 00	.....
4	64 00	545 32	4,560 19	3,220 00	631 66	.....
5	.....	2,119 91	11,483 45	7,200 00	25 00	193 41
6	724 45	106 81	5,413 48	4,310 00	99 49	.....
7	310 00	3,823 68	10,875 24	5,660 00	50 00	58 20

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

Collegiate Institutes—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
1 Barrie	1,474 66	.....	2,143 46
2 Brantford	162 85	118 00	8,117 52
3 Brockville	125 15	128 98	5,755 80
4 Chatham	830 79	34 00	12,344 01
5 Clinton	223 58	.....	1,257 80
6 Cobourg	43 50	647 82	2,930 89
7 Collingwood	91 45	32 32	4,596 21
8 Fort William	23 56	.....	4,817 43
9 Galt	219 47	23 37	7,647 06
10 Goderich	31 80	.....	1,209 41
11 Guelph	339 30	.....	6,721 70
12 Hamilton	250 00	333 35	9,672 44
13 Ingersoll	234 85	.....	5,688 48
14 Kingston	126 40	40 80	4,957 18
15 Kitchener-Waterloo	149 57	21 07	8,457 86
16 Lindsay	57 21	.....	3,057 83
17 London	146 12	92 86	25,862 33
18 Morrisburg	.....	.....	1,792 43
19 Napanee	.....	.....	1,672 88
20 Niagara Falls	1,454 92	44 37	5,290 69
21 North Bay	107 94	.....	3,564 83
22 Orillia	170 00	.....	3,098 73
23 Ottawa	279 39	820 70	40,331 54
24 Owen Sound	105 38	395 95	4,949 16
25 Perth	.....	.....	2,130 91
26 Peterborough	200 00	.....	6,489 86
27 Picton	74 02	57 58	2,736 68
28 Port Arthur	140 05	347 57	5,139 66
29 Renfrew	296 89	.....	2,617 77
30 St. Catharines	38 52	.....	5,195 28
31 St. Mary's	.....	.....	2,155 51
32 St. Thomas	209 72	165 35	3,974 10
33 Sarnia	584 35	.....	1,781 41
34 Seaforth	.....	.....	2,333 14
35 Smith's Falls	.....	18 00	4,084 03
36 Stratford	458 45	.....	8,519 76
37 Strathroy	.....	23 81	2,669 72
38 Toronto, Harbord	103 82	20 00	14,821 77
39 Toronto, Humberside	192 13	50 00	8,380 39
40 Toronto, Jarvis	126 48	123 00	9,885 69
41 Toronto, Malvern Avenue	89 66	98 70	5,825 27
42 Toronto, Oakwood	117 72	483 22	8,130 80
43 Toronto, Parkdale	22 25	1 92	6,915 49
44 Toronto, Riverdale	153 07	1,108 91	6,335 71
45 Vankleek Hill	94 35	.....	1,088 34
46 Windsor	4,593 57	2,064 31	6,140 33
47 Woodstock	.....	.....	5,760 55
Totals	14,142 94	7,295 96	299,049 84
High Schools			
1 Alexandria	105 45	.....	1,660 73
2 Alliston	.....	.....	861 81
3 Almonte	31 30	.....	562 43
4 Amherstburg	14 10	.....	261 31
5 Arnprior	75 17	.....	1,673 99
6 Arthur	36 02	106 61	816 81
7 Athens	109 15	62 78	1,188 66

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

Continued			
	Total Expenditure		Charges per year for Tuition
	$	c.	
1	17,310	14	$10.
2	36,584	93	Res. F. I free, others $10. Co. $10; non-res. $30.
3	19,880	56	$5.
4	32,854	73	Res. 1st yr. free, other yrs. $6; non-res. $10.
5	9,450	11	Lower school $6; all others $10.
6	15,413	28	Free.
7	17,357	72	Res. free; non-res. $10.
8	24,762	34	Free.
9	28,865	80	Co. $10; res. and other Cos. $14.
10	10,910	68	F. I $6, II and Com. $8, III and IV $10.
11	24,637	10	Res. free; non-res. $10.
12	61,697	29	Res. 1st yr. $2.50, thereafter $10; non-res. $55.
13	14,359	92	Res. F. I free; all others $7.50. [V $35.
14	30,344	44	Res. I free, II, III, IV $15, V $30; Co. $5; others, I & II $25, III & IV $30,
15	29,623	80	Res. $10; non-res. $15.
16	20,808	58	Res. $7.50 to $10; non-res. $7.50 to $20.
17	75,598	58	Res. F. I free, other F's $10; Co. $10; others $30.
18	9,576	74	Free.
19	11,306	57	Free.
20	22,554	63	Free.
21	15,295	05	Free.
22	15,886	90	$10.
23	131,482	17	Res. I and II $10, III $20, IV and V $25; non-res. I, II, III $45, IV and V $50
24	25,987	66	Res. I free, II $8, III & IV $12; non-res. $10.
25	11,427	75	Res. free; Co. $10; other Co's. $16.
26	33,228	15	Res. I free, II $5, III $8, IV $10; non-res. $25.
27	12,549	98	Free.
28	19,917	79	Free.
29	16,902	14	Res. and Co. free; others $25.
30	24,251	79	$5.
31	11,098	74	Res. F. I $5; all others $10.
32	30,734	70	Res. free; non-res. $10.
33	17,447	24	Free.
34	10,612	35	Lower Sch. $6; M. Sch. $8; U. Sch. $10.
35	18,706	43	Res. free; non-res. $10.
36	33,235	11	Res. F. I free; all others $10.
37	10,536	28	Res. I free; all others $10.
38	59,884	74	
39	45,090	32	
40	46,362	06	
41	24,947	23	Res. I, free, II $9, III, $15, IV, $21, V, $27; non-res.
42	47,924	10	I, $30, II, $24, III, $30, IV. $36, V, $42.
43	64,865	85	
44	39,087	23	
45	8,809	33	Free.
46	178,749	55	Res. and Co. free.
47	22,205	14	Res. 1st yr. free; all others $7.50.
	1,491,123	72	17 free; 30 not free.
1	7,719	63	Province free, others $20.
2	4,361	81	Res. $5; non-res. $10.
3	5,843	73	Res. $2.50; non-res. $12.50.
4	4,127	07	Res. free; non-res. $10.
5	9,167	57	Res. Carleton and Lanark Cos. free; others $25.
6	5,368	93	$10.
7	7,128	79	Res. free; Co. $5; others $10.

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Continued	Re- Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	$ c.	$ c.	$ c.
8 Aurora	709 69	2,409 30	2,400 00
9 Avonmore	500 60	669 15	3,750 89
10 Aylmer	754 02	3,505 75	1,950 00
11 Beamsville	516 07	1,911 70	2,504 07
12 Belleville	1,357 88	4,230 12	16,089 30
13 Bowmanville	674 46	2,350 17	4,000 00
14 Bradford	588 10	1,738 26	2,000 00
15 Brampton	896 63	3,365 12	4,000 00
16 Brighton	515 93	2,009 45	1,600 00
17 Caledonia	601 08	2,875 28	1,000 00
18 Campbellford	623 65	2,059 55	6,413 66
19 Carleton Place	614 90	1,402 97	3,604 34
20 Cayuga	638 94	2,746 38	1,400 00
21 Chatsworth	434 71	434 71	2,015 46
22 Chesley	680 56	1,908 53	2,000 00
23 Chesterville	532 20	1,575 08	2,176 60
24 Colborne	500 41	1,460 33	1,560 00
25 Cornwall	1,770 81	6,527 52	13,000 00
26 Deseronto	647 83	990 06	2,993 00
27 Dundalk	437 50	1,068 43	1,500 00
28 Dundas	1,777 06	2,231 09	5,100 00
29 Dunnville	888 79	3,575 45	2,000 00
30 Durham	601 28	601 28	2,839 90
31 Dutton	581 77	3,717 73	750 00
32 Elora	511 38	1,206 75	1,800 00
33 Essex	939 81	3,951 14	2,500 00
34 Fergus	580 43	1,934 73	2,000 00
35 Flesherton	563 86	563 86	2,626 75
36 Forest	631 66	2,115 77	1,950 00
37 Gananoque	770 62	1,671 29	3,529 06
38 Georgetown	806 92	2,984 02	2,803 61
39 Glencoe	530 45	1,775 71	300 00
40 Gravenhurst	1,144 88	.....	2,825 00
41 Grimsby	594 61	1,832 04	1,620 22
42 Hagersville	648 88	2,427 88	1,850 00
43 Haileybury	1,491 18	.....	.....
44 Harriston	688 83	2,330 82	2,892 00
45 Hawkesbury	586 90	2,003 92	1,752 03
46 Iroquois	632 12	3,458 05	.....
47 Kemptville	679 63	2,760 67	2,300 00
48 Kenora	1,423 68	.....	7,350 00
49 Kincardine	959 91	3,694 73	3,265 60
50 Leamington	791 31	3,587 41	5,000 00
51 Listowel	734 17	3,352 29	2,550 00
52 Lucan	642 21	2,574 46	1,200 00
53 Madoc	661 57	3,391 20	1,300 00
54 Markdale	477 36	477 36	1,709 71
55 Markham	676 63	3,361 49	650 00
56 Meaford	990 54	2,999 86	3,500 00
57 Midland	694 55	923 31	4,750 00
58 Mitchell	683 77	1,789 96	2,800 00
59 Morewood	472 75	472 75	3,216 45
60 Mount Forest	611 08	1,452 35	2,300 00
61 Newburgh	1,001 18	2,671 00	420 00
62 Newcastle	435 67	635 67	1,109 54
63 Newmarket	1,516 75	3,540 53	2,500 00
64 Niagara	536 22	1,000 00	1,025 00
65 Niagara Falls South	1,110 47	84 85	9,162 13
66 Norwood	572 24	1,565 31	2,077 20
67 Oakville	729 63	2,801 91	2,526 02

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodations
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
8	846 00	1,121 88	7,486 87	5,240 00	469 50	.....
9	.....	429 64	5,350 28	3,380 00	21 00	235 45
10	803 00	613 94	7,626 71	5,000 00	.....	370 96
11	.....	1,352 05	6,283 89	2,918 62	.....	28 29
12	.....	188 47	21,865 77	17,600 00	.....	406 75
13	250 07	213 00	7,487 70	3,165 00	23 72	261 22
14	406 00	30 11	4,762 47	3,200 00	.....	7 00
15	1,290 04	804 25	10,356 04	8,350 00	317 00	225 81
16	.....	446 58	4,571 96	3,127 72	.....	15 25
17	674 78	2,820 45	7,971 59	4,830 00	664 33	.....
18	.....	1,307 52	10,404 38	5,626 00	2,017 00	275 47
19	365 00	129 16	6,116 37	4,950 00	60 00	269 15
20	.....	3,793 36	8,578 68	4,210 00	.....	21 25
21	279 00	1,428 66	4,592 54	2,230 13	.....	.....
22	1,118 50	1,215 29	6,922 88	5,040 13	825 00	.....
23	.....	61 43	4,345 31	3,095 00	.....	8 40
24	.....	2,890 74	6,411 48	2,500 00	87 75	28 91
25	.....	3,426 48	24,724 81	14,120 00	.....	9 40
26	.....	44 25	4,675 14	3,316 40	.....	35 79
27	525 00	577 84	4,108 77	3,075 00	97 28	.....
28	780 30	239 97	10,128 42	6,700 00	.....	14 09
29	.....	5,147 49	11,611 73	6,465 00	.....	69 48
30	676 02	906 59	5,625 07	3,340 00	48 15	2 00
31	883 00	1,326 86	7,259 36	4,611 77	15 00	217 32
32	312 75	194 71	4,025 59	3,130 00	.....	75 06
33	.....	1,346 10	8,737 05	6,125 00	.....	255 92
34	530 00	2,248 02	7,293 18	4,190 00	23 65	107 03
35	339 00	724 18	4,817 65	2,840 00	.....	61 87
36	.....	1,237 81	5,935 24	3,950 00	.....	264 19
37	147 00	9 70	6,127 67	4,731 29	36 89	62 39
38	1,134 70	82 00	7,811 25	6,175 00	71 40	202 60
39	589 00	683 78	3,878 94	2,750 00	361 36	4 00
40	312 00	24 17	4,306 05	3,050 00	.....	65 75
41	.....	387 88	4,434 75	3,500 00	.....	54 83
42	.....	90 26	5,017 02	3,670 00	75 00	31 84
43	1,444 50	10,389 45	13,325 13	5,400 00	60 00	498 90
44	577 00	101 98	6,590 63	4,960 00	.....	15 33
45	.....	.....	4,342 85	3,230 00	87 50	.....
46	.....	2,541 02	6,631 19	4,620 00	.....	.....
47	403 35	1,296 06	7,439 71	5,819 00	8 50	127 11
48	.....	200 37	8,974 05	5,133 20	450 00	.....
49	1,241 50	1,170 99	10,332 73	6,930 00	.....	76 00
50	.....	3,421 13	12,799 85	6,440 00	.....	554 30
51	1,528 00	1,398 52	9,562 98	6,845 00	1,115 95	155 84
52	.....	1,161 46	5,578 13	4,200 00	.....	145 30
53	.....	1,386 68	6,739 45	4,500 00	240 84	36 73
54	387 00	1,848 39	4,899 82	2,150 00	.....	.....
55	909 00	831 92	6,429 04	4,690 00	14 93	195 00
56	849 00	1,185 94	9,525 34	7,264 56	233 66	.....
57	679 30	1,674 82	8,721 98	5,723 00	72 59	264 20
58	775 50	967 50	7,016 73	4,638 00	1,032 87	21 43
59	.....	2,252 94	6,414 89	2,600 00	.....	17 00
60	1,062 75	390 51	5,816 69	4,255 00	56 50	30 75
61	20 00	2,599 23	6,711 41	3,000 00	.....	86 44
62	.....	.....	2,180 88	1,862 50	.....	28 03
63	1,634 35	2,420 84	11,612 47	7,908 64	899 28	179 42
64	.....	906 31	3,467 53	2,131 50	.....	24 00
65	.....	6,424 90	16,782 35	6,410 00	1,303 72	289 65
66	459 00	.....	4,673 75	3,200 00	.....	56 89
67	629 75	71 00	6,758 31	4,440 00	232 16	66 05

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Continued	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
8 Aurora	30 18	.....	885 45
9 Avonmore	202 00	.....	812 38
10 Aylmer	.....	.....	1,219 32
11 Beamsville	19 30	15 00	3,182 35
12 Belleville	142 09	104 35	3,496 13
13 Bowmanville	91 36	.....	1,759 62
14 Bradford	.....	.....	1,177 09
15 Brampton	.....	.....	882 07
16 Brighton	154 89	.....	1,253 21
17 Caledonia	231 10	.....	721 26
18 Campbellford	431 54	.....	1,490 99
19 Carleton Place	71 25	.....	742 97
20 Cayuga	208 90	.....	2,966 13
21 Chatsworth	26 79	.....	2,023 47
22 Chesley	.....	.....	565 40
23 Chesterville	66 72	.....	717 16
24 Colborne	.....	.....	907 78
25 Cornwall	.....	49 65	3,218 80
26 Deseronto	51 67	.....	1,271 28
27 Dundalk	21 72	.....	887 64
28 Dundas	5 76	.....	3,205 59
29 Dunnville	188 85	.....	1,344 59
30 Durham	26 35	.....	1,161 31
31 Dutton	190 84	.....	575 03
32 Elora	136 91	.....	518 96
33 Essex	.....	345 04	890 06
34 Fergus	44 30	.....	1,011 95
35 Flesherton	38 08	.....	943 83
36 Forest	.....	.....	929 36
37 Gananoque	64 45	.....	1,232 65
38 Georgetown	78 28	78 29	1,168 28
39 Glencoe	.....	.....	477 81
40 Gravenhurst	35 86	.....	1,044 93
41 Grimsby	.....	.....	865 04
42 Hagersville	81 34	19 71	860 10
43 Haileybury	.....	.....	1,813 28
44 Harriston	.....	.....	831 45
45 Hawkesbury	.....	.....	1,004 26
46 Iroquois	3 75	.....	1,037 86
47 Kemptville	144 50	.....	1,074 79
48 Kenora	280 00	.....	2,999 97
49 Kincardine	135 41	.....	1,056 38
50 Leamington	22 33	.....	1,276 46
51 Listowel	53 10	.....	1,351 33
52 Lucan	57 47	.....	1,146 98
53 Madoc	53 09	.....	839 77
54 Markdale	65 50	5 25	757 23
55 Markham	83 56	.....	690 61
56 Meaford	.....	.....	1,983 71
57 Midland	884 21	.....	730 00
58 Mitchell	.....	10 00	1,285 43
59 Morewood	52 66	.....	971 88
60 Mount Forest	.....	.....	1,130 06
61 Newburgh	7 66	15 70	698 03
62 Newcastle	5 54	.....	284 81
63 Newmarket	400 40	.....	2,178 21
64 Niagara	160 73	.....	311 84
65 Niagara Falls South	212 50	211 94	1,769 35
66 Norwood	101 75	.....	921 98
67 Oakville	176 86	457 06	1,386 18

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

Continued

	Total Expenditure		Charges per year for Tuition
	$	c.	
8	6,625	13	$10.
9	4,650	83	Free.
10	6,590	28	Res. F. I $5; all others $10.
11	6,163	56	Free.
12	21,749	32	Free.
13	5,300	92	Res. F. I free, II $6; others $7.50; non-res. free.
14	4,384	09	Form I free; all others $10.
15	9,774	88	$10.
16	4,551	07	Free.
17	6,446	69	Res. free; non-res. $4.50.
18	9,841	00	Free.
19	6,093	37	Free; non-res. $10.
20	7,406	28	Free.
21	4,280	39	Res. 1st year free; all others $10.
22	6,430	53	F. 1 $10, II $15, III $20, IV $30.
23	3,887	28	Free.
24	3,524	44	Free.
25	17,397	85	Free.
26	4,675	14	Free.
27	4,081	64	$10.
28	9,925	44	Res. 1st yr. free; all others $10.
29	8,067	92	Free.
30	4,577	81	Res. $7.50; non-res. $10.
31	5,609	96	$10.
32	3,860	93	Res. $5; non-res. $10.
33	7,616	02	Res. and adjacent Cos. free; others $10.
34	5,376	93	Res. free; non-res. $10.
35	3,883	78	Res. I free, II $5, III $7.50; non-res. $10.
36	5,143	55	Free.
37	6,127	67	Res. free; non-res. $5.
38	7,773	85	$10.
39	3,593	17	$10.
40	4,196	54	F. I $5; others $10.
41	4,419	87	Free.
42	4,737	99	Free.
43	7,772	18	Res. free; non-res. $30.
44	5,806	78	Res. 1st year free; all others $10.
45	4,321	76	Free.
46	5,661	61	Free.
47	7,173	90	Res. free; Co. & adjoining Cos. $5; others $25.
48	8,863	17	Free.
49	8,197	79	Res. $8; non-res. $10.
50	8,293	09	Free.
51	9,521	22	Res. 1st year $7; all others $10.
52	5,549	75	$10.
53	5,670	43	Free.
54	2,977	98	$10.
55	5,674	10	$10.
56	9,481	93	Res. I. $5; others $8; non-res. $10.
57	7,674	00	Res. $5; non-res. $10.
58	6,987	73	Res. $6; non-res. $10.
59	3,641	54	Free.
60	5,472	31	F. I free; all others $10.
61	3,807	83	Res. and Co. free; others $10.
62	2,180	88	Free.
63	11,565	95	$10.
64	2,628	07	Free.
65	10,197	16	Free.
66	4,280	62	$6.
67	6,758	31	Res. $5; non-res. 8.

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Continued	Legislative Grants.	Municipal Grants (county)	Municipal Grants (local)	Re-
	$ c.	$ c.	$ c.	
68 Omemee	424 24	584 92	1,238 32	
69 Orangeville	863 30	1,889 58	3,950 00	
70 Oshawa	1,029 65	2,582 88	9,017 80	
71 Paris	657 57	1,902 39	3,950 00	
72 Parkhill	626 47	1,885 52	1,500 00	
73 Parry Sound	1,837 99	.....	4,500 00	
74 Pembroke	1,996 24	2,273 51	10,728 90	
75 Penetanguishene	690 35	690 35	3,900 00	
76 Petrolia	651 31	2,093 11	2,800 00	
77 Plantagenet	501 41	1,213 19	2,091 39	
78 Port Dover	457 00	561 85	1,785 79	
79 Port Elgin	507 34	1,680 67	1,250 00	
80 Port Hope	899 29	3,973 37	8,110 56	
81 Port Perry	611 77	2,995 00	2,100 00	
82 Port Rowan	427 31	1,079 98	1,341 99	
83 Prescott	726 16	835 33	5,145 47	
84 Richmond Hill	555 14	2,365 90	800 00	
85 Ridgetown	738 91	2,341 26	2,800 00	
86 Rockland	579 24	2,146 64	1,210 30	
87 Sault Ste. Marie	4,041 22	.....	15,500 00	
88 Shelburne	530 12	.....	2,800 00	
89 Simcoe	877 39	4,249 99	4,584 22	
90 Smithville	515 05	1,813 91	1,500 00	
91 Stirling	646 12	2,962 93	1,588 73	
92 Streetsville	512 45	2,062 97	650 00	
93 Sudbury	7,982 36	.....	11,251 20	
94 Sydenham	689 64	5,000 00	.....	
95 Thorold	893 18	264 41	3,700 00	
96 Tillsonburg	837 50	2,300 47	3,500 00	
97 Toronto, Commerce	2,873 76	.....	127,250 96	
98 Toronto, North	1,098 21	.....	20,656 92	
99 Trenton	600 84	1,560 04	2,500 00	
100 Tweed	527 65	.....	38,672 35	
101 Uxbridge	583 24	2,507 60	2,896 05	
102 Vienna	419 38	823 57	1,004 15	
103 Walkerton	718 54	1,776 03	2,900 00	
104 Wallaceburg	523 51	1,312 86	6,300 00	
105 Wardsville	406 95	784 22	868 27	
106 Waterdown	485 77	885 77	3,170 00	
107 Waterford	552 93	1,960 00	1,500 00	
108 Watford	684 50	3,087 80	2,000 00	
109 Welland	1,211 15	.....	7,000 00	
110 Weston	728 51	2,531 86	5,355 95	
111 Whitby	2,372 73	3,188 96	5,700 00	
112 Wiarton	569 71	1,801 58	1,500 00	
113 Williamstown	728 26	728 26	4,800 00	
114 Winchester	689 18	1,734 97	5,896 48	
115 Wingham	742 42	3,767 74	2,753 84	
1 Totals, High Schools	99,069 84	220,442 26	554,629 99	
2 Totals, Collegiate Institutes	85,018 57	143,609 81	1,027,498 26	
3 Grand Totals, 1917	184,088 41	364,052 07	1,582,128 25	
4 Grand Totals, 1916	185,245 16	382,542 00	1,845,705 45	
5 Increases	.....	.....	.....	
6 Decreases	1,156 75	18,489 93	263,577 20	
7 Percentages	6.03	11.93	51.84	

AND HIGH SCHOOLS—Continued

STATEMENT—Continued

	ceipts			Expenditure		
	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
68	238 07	242 50	2,728 05	2,090 00	5 00	.....
69	1,217 50	1,237 94	9,158 32	6,010 00	275 00	100 55
70	136 75	804 67	13,571 75	8,580 00	243 68	439 94
71	35 66	990 49	7,536 11	5,070 00	.....	51 37
72	737 00	288 48	5,037 47	4,000 00	.....	99 24
73	49 00	494 12	6,881 11	3,880 00	.....	166 25
74	51 00	.....	15,049 65	10,554 63	1,795 32	208 34
75	.....	600 71	5,881 41	3,900 00	105 67	.....
76	.....	600 00	6,144 42	4,960 00	.....	186 85
77	.....	3,227 56	7,033 55	2,892 00	.....	.....
78	.....	249 00	3,053 64	2,200 00	240 00	.....
79	398 88	1,002 71	4,839 60	3,030 00	.....	.....
80	600 00	113 00	13,696 22	8,218 96	3,500 00	289 52
81	263 25	103 42	6,073 44	4,750 00	98 51	.....
82	.....	.....	2,849 28	1,880 00	96 00	329 60
83	108 00	80 06	6,895 02	5,025 00	.....	40 60
84	656 00	45 75	4,422 79	3,350 00	.....	23 55
85	950 85	486 65	7,317 67	5,830 00	.....	288 75
86	.....	1,401 18	5,337 36	2,933 25	85 68	47 69
87	2,186 00	3,326 77	25,053 99	13,970 00	3,184 68	344 83
88	423 50	21 56	3,775 18	2,875 00	.....	31 99
89	.....	157 22	9,868 82	7,922 00	.....	561 28
90	.....	3,842 57	7,671 53	3,166 64	.....	131 92
91	.....	1,670 79	6,868 57	3,523 37	119 15	54 95
92	328 00	952 39	4,505 81	3,020 00	.....	384 24
93	159 00	6,007 03	25,399 59	13,542 75	403 00	63 25
94	642 00	448 85	6,780 49	4,850 00	.....	165 00
95	.....	575 63	5,433 22	4,123 65	.....	71 08
96	657 00	527 69	7,822 66	5,770 00	.....	.....
97	3,607 00	24,160 93	157,892 65	40,456 15	32,591 00	5,375 47
98	1,610 00	10,580 03	33,945 16	14,133 50	302 94	2,380 93
99	.....	3,103 74	7,764 62	4,660 00	.....	47 25
100	.....	.....	39,200 00	3,100 00	35,000 00	.....
101	743 50	309 94	7,040 33	5,150 00	.....	7 00
102	.....	1,310 32	3,557 42	1,880 00	131 35	50 00
103	806 24	1,268 02	7,468 83	5,069 85	.....	71 04
104	191 00	105 00	8,432 37	4,340 00	1,140 47	.....
105	219 75	142 55	2,421 74	1,940 00	65 51	16 05
106	544 00	246 37	5,331 91	3,500 00	121 18	107 37
107	.....	1,253 10	5,266 03	3,185 80	.....	38 43
108	405 50	3,154 83	9,332 63	4,750 00	.....	99 91
109	170 00	6,643 69	15,024 84	8,178 00	.....	403 31
110	736 50	838 23	10,191 05	6,110 00	160 50	10 70
111	352 25	264 52	11,878 46	6,215 00	.....	199 20
112	462 00	980 45	5,313 74	3,450 00	803 27	68 12
113	.....	793 35	7,049 87	5,442 38	.....	.....
114	.....	215 57	8,536 20	5,265 62	349 91	85 53
115	991 20	1,628 45	9,883 65	6,660 00	7 25	107 18
1	47,680 01	177,827 10	1,099,649 20	607,946 01	93,737 30	19,975 63
2	107,144 82	588,763 54	1,952,035 00	946,103 13	183,806 64	40,725 21
3	154,824 83	766,590 64	3,051,684 20	1,554,049 14	277,543 94	60,700 84
4	160,755 26	468,827 40	3,043,075 27	1,509,226 66	398,790 68	38,078 23
5	.....	297,763 24	8,608 93	44,822 48	.....	22,622 61
6	5,930 43	.....	.....	.....	121,246 74	.....
7	5.07	25.12	.....	64.24	11.47	2.51

COLLEGIATE INSTITUTES

I. TABLE K—FINANCIAL

High Schools—Concluded	Expenditure— Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	$ c.	$ c.	$ c.
68 Omemee	23 64	.....	511 69
69 Orangeville	.....	.....	1,539 84
70 Oshawa	508 34	.....	2,542 47
71 Paris	116 51	.....	1,254 23
72 Parkhill	54 30	.....	577 21
73 Parry Sound	5 25	27 80	2,230 32
74 Pembroke	145 09	.....	2,287 52
75 Penetanguishene	.....	.....	1,426 63
76 Petrolia	.....	.....	3 82
77 Plantagenet	.....	.....	2,631 29
78 Port Dover	100 31	.....	496 83
79 Port Elgin	31 61	.....	1,632 45
80 Port Hope	208 85	109 85	1,028 67
81 Port Perry	.....	.....	819 26
82 Port Rowan	124 66	.....	404 27
83 Prescott	29 23	.....	1,721 81
84 Richmond Hill	123 29	.....	673 31
85 Ridgetown	107 22	.....	1,005 98
86 Rockland	17 23	.....	465 49
87 Sault Ste. Marie	266 27	466 86	4,824 15
88 Shelburne	9 13	.....	739 83
89 Simcoe	.....	.....	1,385 54
90 Smithville	14 00	.....	479 56
91 Stirling	.....	.....	1,208 88
92 Streetsville	48 71	.....	438 88
93 Sudbury	242 17	.....	3,886 53
94 Sydenham	.....	.....	1,464 24
95 Thorold	18 94	.....	1,198 78
96 Tillsonburg	20 25	.....	1,863 44
97 Toronto, Commerce	230 53	32 76	28,908 17
98 Toronto, North	121 94	58 50	15,215 56
99 Trenton	.....	.....	1,389 50
100 Tweed	1,100 00	.....	.....
101 Uxbridge	238 78	81 00	1,512 30
102 Vienna	100 00	.....	115 00
103 Walkerton	46 49	.....	795 80
104 Wallaceburg	369 63	.....	1,071 07
105 Wardsville	41 14	.....	345 79
106 Waterdown	74 61	.....	1,509 00
107 Waterford	53 42	.....	616 57
108 Watford	.....	.....	785 06
109 Welland	120 39	.....	3,699 53
110 Weston	.....	180 71	2,272 87
111 Whitby	91 01	615 91	4,581 92
112 Wiarton	48 55	.....	882 03
113 Williamstown	.....	100 75	714 73
114 Winchester	91 10	124 14	2,231 23
115 Wingham	72 71	124 54	1,503 39
1 Totals, High Schools	10,928 04	3,404 20	191,860 02
2 Totals, Collegiate Institutes	14,142 94	7,295 96	299,049 84
3 Grand Totals, 1917	25,070 98	10,700 16	490,909 86
4 Grand Totals, 1916	27,677 14	5,345 60	509,135 81
5 Increases	.....	5,354 56	.....
6 Decreases	2,606 16	.....	18,225 95
7 Percentages	1.03	.44	20.29

AND HIGH SCHOOLS—Continued
STATEMENT—Concluded

Concluded		
	Total Expenditure	Charges per year for Tuition
	$ c.	
*68	2,630 33	Res. free; non-res. $10.
69	7,925 39	$10.
70	12,314 43	Res. free; non-res. $7.50.
71	6,492 11	Res. Brant, Waterloo & Oxford Cos. free; others $20.
72	4,730 75	Res. Lower School $6, others $7; non-res. $10.
73	6,309 62	Res. free; non-res. $10.
74	14,990 90	Free.
75	5,432 30	Free.
76	5,150 67	Free.
77	5,523 29	Free.
78	3,037 14	Free.
79	4,694 06	$6.50
80	13,355 85	Co. free; res. and others $9.
81	5,667 77	Res. F. I, and Durham Co. free; all others $7.50.
82	2,834 53	Free.
83	6,816 64	Res free; non-res. $5.
84	4,170 15	$10.
85	7,231 95	Res. F. I free, others $6; non-res. $10.
86	3,549 34	Free.
87	23,056 79	$10.
88	3,655 95	Res. I free; all others $10.
89	9,868 82	Res. free; non-res. $10.
90	3,792 12	Free.
91	4,906 35	Free.
92	3,891 83	$10.
93	18,137 70	Res. free; non-res. $10.
94	6,479 24	L. and M. Schools $5; U. School $12
95	5,412 45	Free.
96	7,653 69	L. & M. Schools $7.50; U. School $10.
97	107,594 08	Res. 1st & 2nd yrs. free; 3rd & 4th yrs. $15; non-res. 2nd yr. $15; all
98	32,213 37	(See Toronto Collegiate Institutes.) [other yrs. $30.
99	6,096 75	Free.
100	39,200 00	Free.
101	6,989 08	Res. $5; non-res. $7.50.
102	2,276 35	Free.
103	5,983 18	Res. F. I free; all others $10.
104	6,921 17	Res. free; non-res. $10.
105	2,408 49	$7.50.
106	5,312 16	$10.
107	3,894 22	Free.
108	5,634 97	Res. $10; non-res. free.
109	12,401 23	Free.
110	8,734 78	1st yr. free; 2nd yr. $10; other yrs. $10 to $15.
111	11,703 04	Res. $6; Co. $7.50; others $10.
112	5,251 97	$6.
113	6,257 86	Free.
114	8,147 53	Free.
115	8,475 07	L. Sch. $6; M. Sch. $8; U. Sch. $10.
1	927,851 20	60 free; 55 not free.
2	1,491,123 72	17 free; 30 not free.
3	2,418,974 92	77 free; 85 not free.
4	2,488,254 12	76 free; 84 not free.
5	.....	1 free. 1 not free
6	69,279 20	.....
7	.....	47.53 free; 52.46 not free.

Approximate cost per pupil, enrolled attendance, $83.00; average attendance, $106.00.

II. TABLE L—BOARDS OF EDUCATION, APPROVED COLLEGIATE INSTITUTES AND

Collegiate Institutes	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of Library	Value of Scientific Apparatus	Value of Charts, Maps and Globes
					$	$	$
1 Barrie	B	.....	1	.....	132	444	36
2 Brantford	B	3	1	.....	859	1,150	419
3 Brockville	S	3	.....	I	1,002	1,279	192
4 Chatham	B	1½	1	.....	1,154	2,546	271
5 Clinton	B	3	.....	II	884	710	135
6 Cobourg	B	1	.....	II	1,835	1,469	219
7 Collingwood	B	1½	1	.....	792	836	165
8 Fort William	B	1¾	1	II	1,154	911	194
9 Galt	S	8	.....	.....	1,276	1,680	265
10 Goderich	B	½	.....	.....	1,065	796	103
11 Guelph	S	4½	1	.....	1,089	1,986	282
12 Hamilton	S & B	1½	1	.....	1,905	2,437	407
13 Ingersoll	B	2	1	II	981	935	109
14 Kingston	B	2	1	.....	1,180	1,244	239
15 Kitchener-Waterloo	B	4¾	.....	.....	1,867	1,547	266
16 Lindsay	B	¾	1	II	1,818	1,556	87
17 London	B	3	1	.....	1,209	3,263	321
18 Morrisburg	B	12	1	.....	773	1,293	143
19 Napanee	B	3½	1	.....	1,068	904	125
20 Niagara Falls	B	5¾	.....	I	1,097	1,137	114
21 North Bay	B	2	.....	I	631	1,125	164
22 Orillia	B	2	.....	I	818	907	163
23 Ottawa	S	2¼	.....	II	2,979	4,513	431
24 Owen Sound	B	4½	1	I	1,614	1,568	139
25 Perth	B	4	1	II	1,002	994	140
26 Peterborough	B	1½	1	.....	1,262	1,169	86
27 Picton	B	2¾	.....	I	980	1,150	247
28 Port Arthur	S	3	1	I	1,044	1,784	303
29 Renfrew	B	2½	1	.....	799	606	95
30 St. Catharines	B	¾	.....	.....	1,015	1,551	169
31 St. Mary's	B	2	.....	II	1,047	1,409	120
32 St. Thomas	B	2	1	.....	1,284	2,083	74
33 Sarnia	B	2½	1	.....	1,102	1,453	133
34 Seaforth	B	2½	1	II	876	785	78
35 Smith's Falls	B	4½	1	I	692	1,406	88
36 Stratford	B	10	.....	.....	1,316	1,609	171
37 Strathroy	B	10	.....	II	1,107	1,071	95
38 Toronto, Harbord	B	2½	1	II	2,512	5,723	219
39 Toronto, Humberside	B	6	1	.....	2,326	3,750	153
40 Toronto, Jarvis	B	1¾	1	.....	2,251	4,510	228
41 Toronto, Malvern Avenue	B	3	1	II	1,425	2,580	133
42 Toronto, Oakwood	B & S	5	1	.....	2,267	4,503	250
43 Toronto, Parkdale	B	1½	1	.....	2,178	3,352	160
44 Toronto, Riverdale	B & S	4½	1	.....	1,659	2,530	127
45 Vankleek Hill	B	2	.....	.....	776	942	64
46 Windsor	B	3	1	II	1,728	1,508	228
47 Woodstock	B	1	1	II	1,470	1,723	238
Totals	.....	.....	31	8 I, 14 II	61,300	84,427	8,588
High Schools							
1 Alexandria	B	3	.....	II	634	584	64
2 Alliston	B	4	.....	.....	378	654	54
3 Almonte	S	1½	1	.....	644	472	47
4 Amherstburg	B	2	.....	.....	242	402	82
5 Arnprior	B	1	1	I	674	551	97
6 Arthur	B	3½	.....	.....	487	813	58

HIGH SCHOOLS—Continued
SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.

General Equipment

	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equipment)	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment
	$	$	$	$	$	$	$	$	$
1	39	350	63	.....	.....	.....	.....	.....	1,064
2	158	1,117	161	446	10,000	160	.....	415	14,885
3	146	658	103	413	2,500	50	25	222	6,590
4	101	1,500	119	288	2,500	.....	.....	177	8,656
5	75	225	98	97	884	.....	.....	160	3,268
6	109	1,050	162	511	3,000	31	.....	350	8,736
7	102	400	76	217	1,200	.....	.....	100	3,888
8	155	1,195	274	332	16,000	.....	.....	40	20,255
9	121	1,100	305	168	.....	662	25	1,025	6,627
10	77	400	107	279	2,500	.....	.....	189	5,516
11	52	960	216	972	2,800	100	75	625	9,157
12	100	125	219	966	8,000	125	.....	774	15,058
13	101	200	100	304	800	.....	15	164	3,709
14	100	720	114	415	7,000	.....	.....	200	11,212
15	173	1,433	201	613	1,000	196	5	412	7,713
16	98	400	268	506	4,000	250	.....	152	9,135
17	142	1,500	172	714	10,500	100	.....	500	18,421
18	101	150	100	279	980	.....	.....	200	4,019
19	101	420	101	389	922	.....	.....	217	4,247
20	103	850	110	355	10,000	.....	.....	150	13,916
21	151	800	102	417	10,000	.....	.....	15	13,405
22	102	450	105	288	1,800	.....	.....	150	4,783
23	238	1,695	470	1,138	10,000	.....	.....	620	22,084
24	125	395	121	275	3,000	100	.....	65	7,402
25	101	200	111	344	7,000	500	.....	127	10,519
26	164	723	182	81	.....	150	50	644	4,511
27	102	740	125	271	5,000	.....	40	779	9,434
28	104	800	59	444	15,000	143	6	233	19,920
29	101	225	101	302	5,000	.....	.....	.....	7,229
30	114	535	190	409	8,000	50	6	437	12,476
31	106	160	194	520	6,000	40	.....	100	9,696
32	155	1,215	155	470	1,532	.....	.....	550	7,518
33	103	500	111	270	1,380	.....	.....	250	5,302
34	100	375	115	157	600	.....	.....	.....	3,086
35	107	610	103	64	7,688	.....	.....	84	10,842
36	170	850	500	282	2,000	500	.....	350	7,748
37	76	150	89	377	3,500	.....	.....	.....	6,465
38	109	.....	1,320	1,110	10,000	.....	180	500	21,673
39	132	90	369	578	10,000	.....	.....	565	17,963
40	149	115	656	426	7,000	692	75	1,464	17,566
41	158	.....	239	581	5,000	.....	.....	.....	10,116
42	125	130	1,211	686	10,000	.....	.....	652	19,824
43	149	25	372	320	10,000	.....	.....	340	16,896
44	100	90	672	575	15,000	.....	50	553	21,356
45	103	260	108	59	3,200	108	.....	51	5,671
46	116	1,803	130	444	40,000	100	.....	200	46,257
47	121	566	94	529	5,000	94	.....	227	10,062
	5,535	28,255	11,073	19,681	287,286	4,151	552	15,028	525,876
1	85	.....	105	26	.....	.....	.....	126	1,624
2	35	.....	54	.....	.....	.....	.....	.....	1,175
3	71	.....	97	22	.....	.....	6	25	1,384
4	33	150	30	13	.....	.....	.....	.....	952
5	75	.....	104	44	.....	.....	.....	182	1,727
6	47	.....	56	.....	.....	.....	.....	39	1,500

COLLEGIATE INSTITUTES AND
II. TABLE L—BOARDS OF EDUCATION, APPROVED

Collegiate Institutes	Value of Manual Training Equipment				Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)
	Woodwork	Woodturning	Forging	Machine Shop Practice	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work		
	$	$	$	$	$	$	$	$	$
1 Barrie	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Brantford	754	285	502	467	675	98	.....	.....	158
3 Brockville	.....	.....	.....	.....	.....	.....	.....	89	120
4 Chatham	768	.....	.....	.....	1,392	.....	.....	.....	....
5 Clinton	.....	.....	.....	.....	.....	.....	.....	244	32
6 Cobourg	.....	.....	.....	.....	1,011	203	.....	81	....
7 Collingwood	1,014	.....	.....	.....	843	.....	.....	.....	....
8 Fort William	1,422	.....	.....	.....	1,376	105	.....	.....	....
9 Galt	1,099	299	.....	.....	1,310	103	22	.....	11
10 Goderich	.....	.....	.....	.....	.....	.....	.....	.....	....
11 Guelph	.....	.....	.....	.....	.....	.....	.....	.....	....
12 Hamilton	466	.....	.....	.....	.....	.....	.....	.....	25
13 Ingersoll	391	179	83	399	504	65	.....	.....	....
14 Kingston	.....	.....	.....	.....	.....	.....	.....	.....	....
15 Kitchener-Waterloo	771	257	700	829	1,647	.....	.....	.....	125
16 Lindsay	.....	.....	.....	.....	.....	.....	.....	228	98
17 London	913	.....	.....	.....	1,007	154	.....	73	75
18 Morrisburg	.....	.....	.....	.....	.....	.....	.....	.....	....
19 Napanee	.....	.....	.....	.....	.....	.....	.....	.....	....
20 Niagara Falls	.....	.....	.....	.....	746	296	.....	.....	....
21 North Bay	.....	.....	.....	.....	.....	.....	.....	.....	....
22 Orillia	.....	.....	.....	.....	.....	.....	.....	.....	....
23 Ottawa	.....	.....	.....	.....	.....	.....	.....	.....	....
24 Owen Sound	505	350	.....	.....	731	12	.....	.....	10
25 Perth	.....	.....	.....	.....	.....	.....	.....	.....	....
26 Peterborough	.....	.....	.....	.....	.....	.....	.....	.....	....
27 Picton	.....	.....	.....	.....	.....	.....	.....	212	....
28 Port Arthur	571	240	.....	.....	1,591	483	52	.....	....
29 Renfrew	.....	.....	.....	.....	.....	.....	.....	.....	....
30 St. Catharines	.....	.....	.....	.....	.....	.....	.....	.....	17
31 St. Mary's	.....	.....	.....	.....	.....	.....	.....	.....	106
32 St. Thomas	601	.....	.....	.....	872	.....	.....	.....	....
33 Sarnia	.....	.....	.....	.....	.....	.....	.....	.....	....
34 Seaforth	.....	.....	.....	.....	.....	.....	.....	.....	....
35 Smith's Falls	1,360	364	.....	.....	582	35	.....	210	....
36 Stratford	600	400	143	390	1,000	50	.....	.....	100
37 Strathroy	.....	.....	.....	....	.....	.....	.....	.....	100
38 Toronto, Harbord	.....	.....	.....	.....	.....	.....	.....	.....	....
39 Toronto, Humberside	.....	.....	.....	.....	.....	.....	.....	.....	53
40 Toronto, Jarvis	.....	.....	.....	.....	.....	.....	.....	.....	12
41 Toronto, Malvern Avenue	.....	.....	.....	.....	.....	.....	.....	.....	....
42 Toronto, Oakwood	2,109	351	.....	.....	355	6	70	.....	62
43 Toronto, Parkdale	.....	.....	.....	.....	.....	.....	.....	.....	....
44 Toronto, Riverdale	800	1,589	.....	.....	234	.....	1,600	.....	22
45 Vankleek Hill	.....	.....	.....	.....	.....	.....	.....	.....	....
46 Windsor	686	.....	.....	.....	1,379	.....	.....	.....	....
47 Woodstock	762	420	835	2,104	914	67	.....	.....	60
Totals	15,592	4,734	2,263	4,189	18,169	1,677	1,744	1,137	1186
High Schools									
1 Alexandria	.....	.....	.....	.....	.....	.....	.....	.....	....
2 Alliston	.....	.....	.....	.....	.....	.....	.....	.....	....
3 Almonte	.....	.....	.....	.....	.....	.....	.....	.....	....
4 Amherstburg	381	.....	.....	.....	.....	.....	.....	.....	....
5 Arnprior	.....	.....	.....	.....	.....	.....	.....	.....	....
6 Arthur	.....	.....	.....	.....	.....	.....	.....	132	....

HIGH SCHOOLS—Continued
SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

	Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture	Religious and other Exercises					Destination of Pupils								
			Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Overseas Service in the War	Other occupations	Other High Schools or Collegiates	Without occupation
	$	$														
1	.....	.....	.....	....	1	....	1	10	19	10	15	8	6	6	20	18
2	2,939	120,000	.....	1	1	1	1	54	19	1	26	11	16	11	12	16
3	209	50,137	.....	....	1	....	1	34	19	2	16	3	10	10	1	6
4	2,160	60,000	1	1	1	....	1	53	24	6	13	4	2	22	21	1
5	276	12,000	1	1	1	....	....	11	22	1	14	5	1	3	6	1
6	1,295	27,100	1	1	1	....	....	7	4	....	2	....	1	6	5	9
7	1,857	23,200	.....	....	1	....	1	17	8	6	12	6	3	12	4	3
8	2,903	65,746	1	1	1	....	1	32	8	....	9	6	3	17	10	....
9	2,844	90,000	.....	1	1	....	1	55	20	....	11	21	6	32	9	2
10	.....	40,000	1	....	1	....	1	19	15	3	7	2	2	15	6	10
11	.....	50,000	.....	....	1	....	1	21	12	2	19	5	3	12	23	19
12	491	164,863	1	1	1	....	1	103	15	17	25	11	25	24	15	51
13	1,621	25,000	1	....	1	....	1	10	8	1	10	....	1	2	7	1
14	.....	106,900	1	1	1	....	....	55	17	12	9	10	3	22	10	10
15	4,329	50,000	1	1	1	....	1	60	5	4	10	....	4	....	7	8
16	326	55,000	.....	....	1	....	1	56	45	4	50	13	16	19	11	17
17	2,222	206,000	1	....	1	....	1	161	19	11	25	10	8	4	32	97
18	.....	15,000	1	....	1	....	1	2	18	1	6	1	3	2	3	1
19	.....	26,000	1	1	1	....	1	21	13	1	5	1	4	7	5	4
20	1,042	50,000	.....	1	1	....	1	38	1	5	2	13	1	2	3	6
21	.....	105,000	.....	....	1	....	....	2	2	....	18	16	2	36	6	10
22	.....	65,000	.....	1	1	....	....	31	17	1	10	10	3	9	13	11
23	.....	633,416	1	....	1	1	1	58	21	18	22	14	30	173	16	40
24	1,608	100,000	.....	....	1	....	1	28	22	2	23	10	5	11	8	7
25	.....	46,811	1	....	1	....	1	14	7	3	8	5	1	7	2	16
26	.....	83,992	.....	....	1	....	1	30	13	3	16	19	3	29	9	7
27	212	65,000	.....	....	1	....	1	13	30	1	5	4	9	8	6	3
28	2,937	115,000	1	....	1	....	1	46	....	....	3	4	2	4	10	8
29	.....	27,500	.....	1	1	....	1	12	25	4	38	2	2	3	4	6
30	17	44,000	.....	1	1	....	1	44	15	4	14	3	3	31	11	16
31	106	32,000	1	1	1	....	1	12	5	5	18	3	....	5	15	8
32	1,473	75,000	.....	....	1	....	1	59	11	8	30	15	2	5	.....	....
33	.....	50,000	.....	....	1	....	1	40	9	2	6	12	4	6	8	10
34	.....	12,000	.....	....	1	....	1	4	2	3	6	....	2	....	1	....
35	2,551	100,000	.....	....	1	....	....	18	35	3	22	8	5	10	.....	....
36	2,683	100,000	.....	....	1	....	1	.....	14	....	15	....	7	38	14	28
37	100	50,000	1	....	1	....	1	19	8	....	17	2	3	23	2	2
38	.....	150,000	.....	1	1	....	1	50	7	12	15	....	25	50	25	21
39	53	176,000	1	....	1	....	1	30	5	11	11	5	8	26	20	25
40	12	135,500	1	....	1	....	1	96	27	29	19	118	10	82	40	63
41	.....	120,000	1	1	1	....	1	42	6	3	6	5	3	7	10	12
42	2,953	265,670	1	1	1	....	1	40	5	12	12	7	12	11	25	30
43	.....	75,000	.....	1	1	....	1	56	9	10	10	13	6	70	32	17
44	4,245	257,600	.....	1	1	1	1	120	2	6	22	3	8	3	18	13
45	.....	20,000	1	1	1	....	1	14	12	9	10	....	1	5	5	2
46	2,065	255,500	.....	....	1	....	1	61	4	3	8	10	9	34	4	23
47	5,162	50,000	.....	....	1	....	1	26	12	2	13	5	3	10	3	16
	50,691	4,446,935	22	21	47	3	41	1,784	636	241	683	423	286	924	517	674
1	.....	20,000	.....	....	1	....	1	5	23	....	7	....	2	16	6	3
2	.....	35,000	1	....	1	....	....	3	2	2	4	3	....	2	4	8
3	.....	3,225	.....	....	1	....	1	10	6	1	12	2	2	5	6	....
4	381	688	1	....	1	....	1	4	4	2	....	7	....	2	8	6
5	.....	20,000	.....	....	1	....	....	12	9	....	7	5	2	6	1	10
6	132	15,000	.....	....	1	....	1	1	11	2	12	4	....	1	3	....

COLLEGIATE INSTITUTES AND

II. TABLE L—BOARDS OF EDUCATION, APPROVED SCHOOLS,

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Charts, Maps and Globes	Art Models
					$	$	$	$
7 Athens	S	1¼	....	II	692	740	83	80
8 Aurora	B	½	....	II	498	582	109	76
9 Avonmore	B	2	....	.....	361	337	70	57
10 Aylmer	B	4	....	II	924	943	268	85
11 Beamsville	B	1	1	.....	420	525	93	43
12 Belleville	B & S	3	1	II	967	1.590	80	95
13 Bowmanville	B	3	....	.....	672	642	52	103
14 Bradford	B	6	....	II	374	428	76	70
15 Brampton	B	5	....	.....	48	76	23	28
16 Brighton	B	5½	1	.....	327	395	152	52
17 Caledonia	B	2	1	.....	610	835	100	62
18 Campbellford	B	¼	1	.....	712	879	86	95
19 Carleton Place	S	1	1	.....	905	636	58	91
20 Cayuga	B	1½	1	.....	400	345	51	73
21 Chatsworth	B	1	....	.....	287	318	51	51
22 Chesley	B	7	....	.....	452	531	179	74
23 Chesterville	B	3	....	.....	322	474	72	50
24 Colborne	B	¾	1	II	546	625	60	55
25 Cornwall	B	2	....	II	855	811	150	84
26 Deseronto	B	3	....	I	534	623	64	51
27 Dundalk	B	2	....	.....	239	244	70	57
28 Dundas	B	½	1	.....	749	1.044	85	76
29 Dunnville	B & S	4¼	1	.....	569	844	47	66
30 Durham	B	2	....	II	443	484	75	52
31 Dutton	B	1	....	.....	397	665	56	77
32 Elora	S	1½	1	.....	331	451	50	49
33 Essex	B	3¼	....	II	453	758	73	50
34 Fergus	S	5/8	1	.....	718	569	75	75
35 Flesherton	B	2	....	II	321	362	54	52
36 Forest	B	2	....	.....	519	512	50	52
37 Gananoque	B	1	1	.....	784	640	85	119
38 Georgetown	B	4½	....	II	494	536	106	67
39 Glencoe	B	1	....	.....	486	627	65	51
40 Gravenhurst	B	5	1	II	398	392	79	50
41 Grimsby	B	4	1	II	334	340	104	65
42 Hagersville	B	3¾	....	II	573	650	82	77
43 Haileybury	B	5	....	.....	751	2,167	77	87
44 Harriston	B	3	1	II	455	507	62	81
45 Hawkesbury	B	1½	1	II	523	358	62	70
46 Iroquois	B	½	....	.....	870	1.111	82	76
47 Kemptville	B	2	1	.....	535	730	75	70
48 Kenora	B	3	1	II	428	743	73	50
49 Kincardine	B	7½	1	II	727	901	85	99
50 Leamington	B	2	....	II	495	726	120	85
51 Listowel	B	2	1	.....	462	637	81	81
52 Lucan	B	3½	....	II	457	609	93	79
53 Madoc	B	1	....	II	524	958	68	88
54 Markdale	B	2	....	II	324	311	53	53
55 Markham	B	1¼	....	II	477	674	99	77
56 Meaford	B	4½	....	I	748	1,300	110	77
57 Midland	B	6½	....	.....	598	850	69	85
58 Mitchell	B	⅝	....	II	477	586	165	71
59 Morewood	B	3	....	.....	366	385	72	50
60 Mount Forest	B	2½	1	II	537	631	74	131
61 Newburgh	S	1½	1	.....	599	437	75	56
62 Newcastle	B	2	1	.....	391	352	52	49
63 Newmarket	B	2	....	.....	532	658	186	90
64 Niagara	B	¼	....	.....	300	298	72	37
65 Niagara Falls South	B	2	....	I	535	885	90	75

HIGH SCHOOLS—Continued

EQUIPMENT, DESTINATION OF PUPILS, Etc.—Continued

	Equipment								Value of Manual Training Department Equipment			
	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equipment)	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$	$	$	$
7	...	123	36	.....	.....	....	112	1,866	.....	.....	.....	.....
8	70	95	66	.....	.....	....	125	1,621	.....	.....	.....	.....
9	..,	53	18	69	.....	2	5	972	.....	.....	.....	.....
10	140	220	105	680	.... :	....	90	3,455	.....	.....	.....	.....
11	...	12	20	.....	.....	....	3	1,116	.....	.....	.....	.....
12	615	129	50	.....	.....	....	185	3,711	.....	.....	.....	.....
13	50	130	47	.....	85	....	309	2,090	.....	.....	.....	.....
14	20	52	44	.....	20	....	25	1,109	.....	.....	.....	.....
15	...,	50	.....	.....	.....	....	.....	225	.....	.....	.....	.....
16	...,	75	11	.....	.....	....	.....	1,012	.....	.....	.....	.....
17	....	102	35	.....	.....	....	.....	1,744	.....	.....	.....	.....
18	...,	96	24	.....	.....	....	164	2,056	.....	.....	.....	.....
19	....	81	.....	.....	.....	....	35	1,806	.....	.....	.....	.....
20	...,	118	16	.....	.....	....	105	1,108	.....	.....	.....	.....
21	....	47	16	.....	.....	....	15	785	.....	.....	.....	.....
22	....	97	21	.....	.....	....	100	1,454	.....	.....	.....	.....
23	....	30	18	.....	.....	....	22	988	.....	.....	.....	.....
24	60	54	28	.....	.....	....	60	1,488	.....	.....	.....	.....
25	1,070	105	60	.....	.....	25	140	3,300	.....	.....	.....	.....
26	....	58	210	.....	.....	....	84	1,624	.....	.....	.....	.....
27	....	33	10	.....	.....	....	25	678	.....	.....	.....	.....
28	795	61	48	.....	.....	3	160	3,021	.....	.....	.....	.....
29	160	122	80	.....	.....	....	250	2,138	.....	.....	.....	.....
30	....	50	24	.....	.....	....	90	1,218	.....	.....	.....	.....
31	....	78	4	.....	.....	....	.....	1,277	.....	.....	.....	.....
32	205	1,005	.....	.....	.....	....	.....	2,091	.....	.....	.....	.....
33	....	91	53	.....	50	....	100	1,628	500	.....	.....	.....
34	....	101	34	.....	.....	....	60	1,632	.....	.....	.....	.....
35	....	52	27	.....	.....	....	25	893	.....	.....	.....	.....
36	50	49	38	.....	.....	....	20	1,290	.....	.....	.....	.....
37	366	130	22	.....	.....	....	453	2,599	.....	.....	.....	.....
38	135	151	39	.....	50	4	79	1,661	.....	.....	.....	.....
39	....	68	38	.....	.....	....	.....	1,335	.....	.....	.....	.....
40	120	51	10	.....	.....	500	30	1,630	.....	.....	.....	.....
41	....	48	55	.....	.....	....	73	1,019	.....	.....	.....	.....
42	....	102	167	.....	.....	....	.....	1,651	.....	.....	.....	.....
43	151	90	38	.....	.....	....	317	3,678	.....	.....	.....	.....
44	....	99	11	.....	.....	....	.....	1,215	.....	.....	.....	.....
45	....	52	17	.....	.....	....	78	1,160	.....	.....	.....	.....
46	100	101	31	.....	.....	....	100	2,471	.....	.....	.....	.....
47	150	97	33	.....	.....	....	.....	1,690	.....	.....	.....	.....
48	330	63	53	2,500	.....	....	150	4,390	.....	.....	.....	.....
49	375	95	80	800	.....	....	100	3,262	.....	.....	.....	.....
50	....	102	62	.....	.....	....	.....	1,590	.....	.....	.....	.....
51	....	114	47	.....	.....	....	.....	1,422	.....	.....	.....	.....
52	90	100	21	.....	.....	5	25	1,479	.....	.....	.....	.....
53	....	105	35	.....	.....	....	74	1,852	.....	.....	.....	.....
54	....	50	.....	.....	.....	....	.....	791	.....	.....	.....	.....
55	....	102	16	.....	.....	....	75	1,520	.....	.....	.....	.....
56	590	133	324	1,404	22	....	435	5,143	.....	.....	.....	.....
57	95	109	62	.....	50	4	200	2,122	.....	.....	.....	.....
58	....	102	196	550	.....	....	92	2,239	.....	.....	.....	.....
59	....	53	18	.....	1	....	37	982	.....	.....	.....	.....
60	....	102	10	.....	.....	....	125	1,610	.....	.....	.....	.....
61	....	10	.....	.....	.....	....	56	1,233	.....	.....	.....	.....
62	....	42	.....	.....	.....	....	30	916	.....	.....	.....	.....
63	260	122	184	350	.....	10	80	2,472	.....	.....	.....	.....
64	90	38	237	1,475	.....	....	.....	2,547	.....	.....	.....	.....
65	440	108	466	7,500	.....	....	25	10,124	.....	.....	.....	.....

COLLEGIATE INSTITUTES AND
II TABLE L—BOARDS OF EDUCATION, APPROVED SCHOOLS,

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work				
	$	$	$	$	$	$	$
7 Athens							21,000
8 Aurora							1,800
9 Avonmore							12,900
10 Aylmer							18,000
11 Beamsville							6,500
12 Belleville	904	66	57		40	1,067	76,000
13 Bowmanville							25,000
14 Bradford							12,000
15 Brampton							
16 Brighton							50,000
17 Caledonia							9,000
18 Campbellford							10,000
19 Carleton Place							12,000
20 Cayuga							8,000
21 Chatsworth							9,000
22 Chesley							20,000
23 Chesterville							8,100
24 Colborne							8,500
25 Cornwall	607	164				771	47,500
26 Deseronto							25,000
27 Dundalk							6,500
28 Dundas							22,000
29 Dunnville							42,175
30 Durham							16,000
31 Dutton							8,000
32 Elora							4,500
33 Essex				255		755	13,000
34 Fergus							8,000
35 Flesherton							25,000
36 Forest							2,500
37 Gananoque							32,000
38 Georgetown				71		71	30,000
39 Glencoe							14,000
40 Gravenhurst							15,000
41 Grimsby							25,000
42 Hagersville				97		97	14,000
43 Haileybury							50,000
44 Harriston							22,000
45 Hawkesbury							25,000
46 Iroquois							8,000
47 Kemptville							15,000
48 Kenora							40,000
49 Kincardine				200	99	299	38,000
50 Leamington							16,000
51 Listowel							15,000
52 Lucan							20,250
53 Madoc							11,300
54 Markdale							9,000
55 Markham							15,000
56 Meaford							25,000
57 Midland							30,000
58 Mitchell							10,000
59 Morewood							11,300
60 Mount Forest							16,000
61 Newburgh							5,500
62 Newcastle							15,000
63 Newmarket							32,000
64 Niagara							4,150
65 Niagara Falls South	499	135	10	372		1,016	35,000

HIGH SCHOOLS—Continued
EQUIPMENT, DESTINATION OF PUPILS, ETC—Continued

	Religious and other Exercises					Destination of Pupils								
	Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Overseas Service in the War	Other occupations	Other High Schools or Collegiates	Without occupation
7	1	1	1	....	1	2	13	2	14	4	1	6	5	2
8	.....	1	1	....	.....	7	10	3	10	.....	2	3	2	3
9	.....	.....	1	....	.....	2	13	.....	5	2	....	2	4	2
10	.....	1	1	....	1	7	10	4	2	6	2	2	6	5
11	.....	1	1	....	1	5	8	.....	2	.....	....	.....	3	.....
12	1	1	1	....	1	24	14	2	4	6	8	12	30	20
13	.....	1	1	....	1	4	11	1	5	5	2	.....	5	.....
14	.....	1	1	....	.....	7	4	1	5	.....	1	12	4	.....
15	.....	.....	1	....	1	4	15	3	12	5	5	.....	2	16
16	.....	1	1	....	.....	9	10	.....	.....	2	3	3	10	1
17	1	1	1	....	1	.....	4	.....	7	.....	2	2	2	3
18	1	.....	1	....	1	4	10	1	16	5	8	1	6	5
19	.....	.....	1	....	1	12	6	6	7	8	2	5	1	1
20	.....	.....	1	....	1	8	14	1	6	1	....	3	4	.....
21	.....	1	1	....	.....	3	8	.....	4	.....	....	.....	5	1
22	.....	1	1	....	.....	3	9	.....	14	.....	3	5	2	.....
23	.....	.....	1	....	1	4	14	.....	4	1	5	1	7	3
24	1	.....	1	....	.....	.....	.....	.....	9	2	....	2	2	5
25	1	.....	1	....	1	19	12	4	22	6	7	9	22	5
26	.....	.....	1	....	1	8	.....	1	5	2	....	.....	2	3
27	.....	.....	1	....	1	.....	9	.....	5	.....	1	2	2	.....
28	.....	.....	1	....	1	12	3	1	6	7	....	4	4	11
29	1	.....	1	....	1	8	14	1	5	7	....	6	1	.....
30	1	.....	1	....	1	1	7	.....	8	4	....	1	4	.....
31	1	.....	1	....	.....	2	7	.....	10	1	2	2	1	.....
32	1	1	1	....	.....	5	11	1	2	2	....	1	2	2
33	1	.....	1	....	1	19	13	1	4	2	2	4	6	6
34	.....	.....	1	....	1	9	9	3	10	12	7	1	.....	.....
35	.....	.....	1	....	1	2	5	.....	10	1	1	1	3	4
36	.....	.....	1	....	1	5	5	.....	7	4	2	4	1	2
37	1	1	1	....	1	5	9	1	1	.....	....	1	10	2
38	.....	.....	1	....	1	9	8	2	12	3	2	8	4	8
39	1	1	1	....	.....	2	6	.....	2	.....	2	2	2	2
40	.....	1	1	....	.....	1	2	.....	4	.....	....	6	.....	.....
41	.....	.....	1	....	.....	3	2	.....	2	.....	3	10	7	4
42	1	.....	1	....	.....	4	16	.....	4	1	....	2	4	2
43	.....	.....	1	....	1	14	2	1	9	8	3	.....	3	2
44	.....	.....	1	....	.....	2	5	3	12	2	1	10	3	.....
45	.....	1	1	....	1	7	3	1	1	.....	....	3	6	.....
46	.....	.....	1	....	1	1	5	2	4	1	6	1	1	.....
47	.....	1	1	....	.....	5	7	.....	6	5	....	6	2	3
48	.....	1	1	....	1	15	.....	1	4	.....	4	4	5	3
49	1	1	1	....	1	12	16	.....	25	.....	1	1	3	.....
50	.....	.....	1	....	.....	8	9	1	14	.....	....	6	6	.....
51	.....	.....	1	....	.....	2	11	3	6	3	5	5	4	4
52	.....	.....	1	....	.....	1	7	1	4	1	....	8	2	3
53	.....	.....	1	....	1	2	8	.....	15	.....	1	2	1	2
54	.....	1	1	....	.....	.....	2	1	9	1	1	11	4	.....
55	.....	.....	1	....	1	4	16	.....	4	1	4	10	2	3
56	.....	.....	1	....	.....	8	21	.....	8	1	6	5	4	.....
57	.....	.....	1	....	1	8	10	.....	1	3	2	15	4	11
58	1	.....	1	....	1	7	10	.....	8	1	5	1	5	1
59	1	1	1	....	1	1	6	.....	6	.....	1	1	3	.....
60	1	.....	1	....	1	11	8	1	9	1	3	1	4	1
61	1	1	1	....	1	1	10	1	13	.....	....	2	3	.....
62	.....	1	1	....	.....	2	1	.....	.....	.....	1	.....	.....	1
63	.....	1	1	....	1	22	27	1	6	5	3	2	2	2
64	1	1	1	....	.....	1	1	.....	.....	.....	....	.....	2	1
65	.....	.....	1	....	1	17	2	.....	4	.....	....	4	2	.....

COLLEGIATE INSTITUTES AND
II. TABLE L—BOARDS OF EDUCATION, APPROVED

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools—Grade I and Grade II	Value of General Library	Scientific Apparatus	Charts, Maps and Globes	Art Models
					$	$	$	$
66 Norwood	B	8	1	II	410	522	81	57
67 Oakville	B	3½	1	II	619	722	247	58
68 Omemee	B	1¼	1	.....	342	343	58	67
69 Orangeville	B	4	.....	.....	747	1,041	111	75
70 Oshawa	B	3½	1	I	940	1,317	217	83
71 Paris	B	4	1	II	641	777	122	75
72 Parkhill	B	5	1	.....	535	815	51	78
73 Parry Sound	B	½	.....	II	485	581	91	65
74 Pembroke	B	¾	1	II	737	961	112	79
75 Penetanguishene	B	10	.....	I	432	793	72	60
76 Petrolia	B	2	.....	.....	571	759	66	57
77 Plantagenet	B	1	.....	.....	287	356	56	50
78 Port Dover	B	4	1	.....	494	410	99	52
79 Port Elgin	B	¾	.....	.....	331	440	110	59
80 Port Hope	B	1½	.....	II	758	938	56	76
81 Port Perry	B	1½	1	.....	482	773	60	66
82 Port Rowan	B	3½	1	.....	408	529	54	71
83 Prescott	B	1⅛	1	II	455	655	111	76
84 Richmond Hill	B	1	1	.....	461	561	203	67
85 Ridgetown	B	1¾	.....	II	806	1,316	132	60
86 Rockland	B	2½	.....	II	393	382	77	53
87 Sault Ste. Marie	B	6	.....	II	655	883	71	75
88 Shelburne	B	1½	1	.....	401	568	110	54
89 Simcoe	B	7½	1	II	658	894	161	97
90 Smithville	B	2	.....	.....	359	529	53	50
91 Stirling	B	2	1	II	428	462	67	75
92 Streetsville	B	⅛	.....	.....	288	462	69	51
93 Sudbury	B	5	.....	II	627	1,634	69	89
94 Sydenham	S	2½	.....	.....	477	690	82	76
95 Thorold	B	2¼	.....	.....	311	639	125	48
96 Tillsonburg	B & S	2½	.....	II	477	949	230	79
97 Toronto, Commerce	B	3	1	.....	1,897	3,025	217	102
98 Toronto, North	B	4	1	.....	559	825	68	70
99 Trenton	B	3	1	.....	652	627	203	80
100 Tweed	B	3½	.....	II	300	800	16	34
101 Uxbridge	B	¾	1	.....	524	621	120	83
102 Vienna	B	3½	1	.....	564	319	85	57
103 Walkerton	B	1¼	.....	II	471	618	84	90
104 Wallaceburg	B	1½	.....	II	451	451	63	100
105 Wardsville	B	5	1	.....	305	333	63	51
106 Waterdown	S	3	.....	.....	278	364	52	50
107 Waterford	B	3	.....	.....	519	644	79	70
108 Watford	B	3½	1	II	568	969	123	155
109 Welland	B	3	.....	II	521	992	65	99
110 Weston	B	4	1	II	499	955	252	79
111 Whitby	B	½	1	II	703	1,417	112	92
112 Wiarton	S	2	.....	.....	559	511	63	59
113 Williamstown	B	3	.....	.....	471	569	83	78
114 Winchester	B	3	.....	II	506	585	65	44
115 Wingham	B	2	.....	II	512	765	176	78
1 Totals, High Schools	.....	....	50	6 I, 49 II	60,758	79,834	10,642	8,022
2 Totals, Collegiate Institutes	.....	....	31	8 I, 14 II	61,300	84,427	8,588	5,535
3 Grand Totals, 1917	.....	....	81	14 I, 63 II	122,058	164,261	19,230	13,557
4 Grand Totals, 1916	.....	....	79	18 I, 66 II	119,659	162,650	19,157	12,524
5 Increases	.....	....	2	.....	2,399	1,611	73	1,033
6 Decreases	.....	....	.....	4 I, 3 II	.....	.....	.....	.....
7 Percentages	.....	....	50.00	*	16.15	21.74	2.54	1.79

* 8.64 per cent., Grade I; 38.88 Grade II; 52.46 not approved.

HIGH SCHOOLS—Continued
SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

	Equipment								Value of Manual Training Equipment			
	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equipment)	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
	$	$	$	$	$	$	$	$	$	$	$	$
66		63	32	.....	.....	.....	.....	1,165	.....	.....	.....	.....
67	165	76	28	.....	.....	.....	68	1,983	.....	.....	.....	.....
68		50	30	.....	.....	.....	20	910	.....	.....	.....	.....
69		99	292	2,500	.....	.....	.....	4,865	.....	.....	.....	.....
70	1,162	195	93	.....	.....	.....	207	4,214	.....	.....	.....	.....
71	150	111	30	.....	.....	.....	87	1,993	.....	.....	.....	.....
72	350	54	6	.....	19	.....	200	2,108	.....	.....	.....	.....
73		44	77	.....	.....	.....	94	1,437	.....	.....	.....	.....
74	510	116	40	.....	.....	.....	188	2,743	.....	.....	.....	.....
75	180	157	31	.....	25	25	111	1,886	.....	.....	.....	.....
76		39	16	.....	.....	.....	25	1,533	.....	.....	.....	.....
77		53	20	.....	.....	.....	4	826	.....	.....	.....	.....
78		51	7	.....	.....	.....	.....	1,113	.....	.....	.....	.....
79	100	42	20	.....	.....	.....	61	1,163	.....	.....	.....	.....
80	515	88	39	.....	.....	.....	200	2,670	.....	.....	.....	.....
81		56	90	.....	.....	.....	42	1,569	.....	.....	.....	.....
82		51	42	.....	.....	.....	5	1,160	.....	.....	.....	.....
83	150	101	44	.....	.....	.....	74	1,666	.....	.....	.....	.....
84		84	19	.....	.....	.....	61	1,456	.....	.....	.....	.....
85	300	98	256	900	.....	7	80	3,955	.....	.....	.....	.....
86		48	10	.....	.....	.....	.....	963	.....	.....	.....	.....
87	385	90	12	.....	15	.....	150	2,336	539	270	238	2,991
88	100	60	26	.....	2	.....	22	1,343	.....	.....	.....	.....
89	150	141	25	.....	.....	.....	25	2,151	.....	.....	.....	.....
90		20	17	.....	.....	.....	.....	1,028	.....	.....	.....	.....
91		100	17	.....	.....	8	.....	1,157	.....	.....	.....	.....
92	150	43	12	.....	.....	.....	.....	1,075	.....	.....	.....	.....
93	690	118	416	2,500	.....	.....	40	6,183	.....	.....	.....	.....
94		127	30	.....	.....	.....	42	1,524	.....	.....	.....	.....
95	180	32	5	.....	.....	.....	.....	1,340	.....	.....	.....	.....
96	150	104	63	.....	.....	.....	372	2,424	.....	.....	.....	.....
97		.....	71	.....	409	.....	100	5,821	.....	.....	.....	.....
98		142	61	.....	.....	.....	93	1,818	.....	.....	.....	.....
99		94	46	.....	.....	.....	70	1,772	.....	.....	.....	.....
100		54	.....	.....	.....	4	10	1,218	.....	.....	.....	.....
101		98	30	.....	.....	.....	.....	1,476	.....	.....	.....	.....
102		59	8	.....	.....	.....	.....	1,092	.....	.....	.....	.....
103		103	7	.....	.....	.....	120	1,493	.....	.....	.....	.....
104	200	28	.....	.....	.....	.....	25	1,318	.....	.....	.....	.....
105		52	5	.....	.....	.....	16	825	.....	.....	.....	.....
106		26	21	.....	.....	.....	15	806	.....	.....	.....	.....
107		53	43	.....	.....	.....	38	1,446	.....	.....	.....	.....
108	45	83	39	.....	.....	10	133	2,125	.....	.....	.....	.....
109	200	111	192	8,000	.....	.....	.....	10,180	.....	.....	.....	.....
110		104	43	.....	.....	3	30	1,965	.....	.....	.....	.....
111	435	114	92	1,200	.....	5	227	4,397	.....	.....	.....	.....
112	50	35	25	.....	.....	.....	157	1,459	.....	.....	.....	.....
113	50	104	117	200	.....	.....	122	1,794	.....	.....	.....	.....
114		33	32	.....	.....	.....	.....	1,265	.....	.....	.....	.....
115		116	86	.....	44	.....	48	1,825	.....	.....	.....	.....
1	13,044	10,274	6,283	30,628	792	621	8,697	229,595	1,420	270	238	2,991
2	28,255	11,073	19,681	287,286	4,151	552	15,028	525,876	15,592	4,734	2,263	4,189
3	41,299	21,347	25,964	317,914	4,943	1,173	23,725	755,471	17,012	5,004	2,501	7,180
4	39,393	20,087	24,767	283,374	10,197	1,462	21,185	714,455	15,234	4,958	2,747	7,091
5	1,906	1,260	1,197	34,540	.....	.....	2,540	41,016	1,778	46	.....	89
6	.....	.....	.....	.....	5,254	289	.....	.....	.....	.....	246	.....
7	5.46	2.82	3.43	42.08	.65	.15	3.14	.....	27.30	8.03	4.01	11.52

COLLEGIATE INSTITUTES AND
II TABLE L—BOARDS OF EDUCATION, APPROVED

	High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture
		Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work				
		$	$	$	$	$	$	$
66	Norwood	.....	.....	.....	.....	.....	.....	7,000
67	Oakville	.....	.....	.....	303	.....	303	37,000
68	Omemee	.....	.....	.....	.....	.....	.....	9,000
69	Orangeville	.....	.....	.....	.....	.....	.....	20,200
70	Oshawa	.....	.....	.....	.....	83	83	30,000
71	Paris	.....	.....	.....	.....	.....	.....	15,000
72	Parkhill	.....	.....	.....	.....	78	78	10,000
73	Parry Sound	.....	.....	.....	.....	.....	.....	25,000
74	Pembroke	.....	.....	.....	.....	.....	.....	20,000
75	Penetanguishene	.....	.....	.....	.....	.....	.....	25,000
76	Petrolia	.....	.....	.....	.....	.....	.....	6,000
77	Plantagenet	.....	.....	.....	.....	.....	.....	6,000
78	Port Dover	.....	.....	.....	.....	.....	.....	35,500
79	Port Elgin	.....	.....	.....	.....	.....	.....	5,300
80	Port Hope	.....	.....	.....	110	.....	110	30,000
81	Port Perry	.....	.....	.....	.....	.....	.....	10,000
82	Port Rowan	.....	.....	.....	.....	.....	.....	5,000
83	Prescott	.....	.....	.....	.....	.....	.....	19,900
84	Richmond Hill	.....	.....	.....	.....	.....	.....	12,000
85	Ridgetown	.....	.....	.....	.....	.....	.....	16,900
86	Rockland	.....	.....	.....	.....	.....	.....	20,000
87	Sault Ste. Marie	995	104	.....	.....	.....	5,137	65,000
88	Shelburne	.....	.....	.....	.....	.....	.....	20,000
89	Simcoe	.....	.....	.....	.....	58	58	20,000
90	Smithville	.....	.....	.....	.....	.....	.....	7,500
91	Stirling	.....	.....	.....	.....	.....	.....	20,000
92	Streetsville	.....	.....	.....	.....	.....	.....	6,000
93	Sudbury	.....	.....	.....	.....	.....	.....	46,700
94	Sydenham	.....	.....	.....	.....	.....	.....	25,000
95	Thorold	.....	.....	.....	.....	.....	.....	7,000
96	Tillsonburg	.....	.....	.....	.....	12	12	3,500
97	Toronto, Commerce	.....	.....	.....	.....	.....	.....	425,000
98	Toronto, North	.....	.....	.....	.....	.....	.....	148,000
99	Trenton	.....	.....	.....	.....	.....	.....	9,500
100	Tweed	.....	.....	.....	.....	.....	.....	35,000
101	Uxbridge	.....	.....	.....	.....	.....	.....	9,500
102	Vienna	.....	.....	.....	.....	.....	.....	6,500
103	Walkerton	.....	.....	.....	.....	.....	.....	10,000
104	Wallaceburg	.....	.....	.....	.....	.....	.....	25,000
105	Wardsville	.....	.....	.....	.....	.....	.....	5,000
106	Waterdown	.....	.....	.....	.....	.....	.....	2,000
107	Waterford	.....	.....	.....	.....	.....	.....	9,000
108	Watford	.....	.....	.....	.....	.....	.....	16,000
109	Welland	.....	.....	.....	.....	31	31	83,000
110	Weston	.....	.....	.....	.....	.....	.....	59,000
111	Whitby	.....	.....	.....	719	.....	719	20,000
112	Wiarton	.....	.....	.....	.....	.....	.....	9,000
113	Williamstown	.....	.....	.....	.....	.....	.....	12,000
114	Winchester	.....	.....	.....	273	27	300	18,500
115	Wingham	.....	.....	.....	125	77	202	18,000
1	Totals, High Schools	3,005	469	67	2,657	505	11,622	2,725,888
2	Totals, Collegiate Institutes	18,169	1,677	1,744	1,137	1,186	50,691	4,446,935
3	Grand Totals, 1917	21,174	2,146	1,811	3,794	1,691	62,313	7,172,823
4	Grand Totals, 1916	19,752	1,539	1,801	3,594	1,472	58,188	.....
5	Increases	1,422	607	10	200	219	4,125	.....
6	Decreases	.....	.....	.....	.....	.....	.....	.....
7	Percentages	33.98	3.44	2.90	6.08	2.71	.....	.....

HIGH SCHOOLS—Continued
SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Concluded

	Religious and other Exercises					Destination of Pupils								
	Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Overseas service in the War	Other occupations	Other High Schools or Collegiates	Without occupation
66	1	.....	1	.....	1	4	11	1	3	....	1	2	1	2
67	.....	.....	1	.....	1	12	4	3	9	2	3	3	8	3
68	.....	.....	1	.....	1	2	.....	....	9	....	....	1	2	1
69	.....	.....	1	.....	1	7	3	1	16	....	....	4	4	5
70	.....	.....	1	.....	.....	28	7	1	9	5	....	6	3	8
71	1	1	1	1	1	2	4	....	3	3	....	13	.....	3
72	1	1	1	.....	.....	3	44	1	1	1	....	2	3	3
73	1	.....	1	.....	1	3	.....	....	4	2	....	13	6	7
74	.....	.....	1	.....	1	4	13	2	9	5	11	10	9	12
75	.....	.....	1	.....	.....	8	3	1	.....	1	2	12	1	.....
76	1	1	1	.....	.....	11	2	1	6	6	....	23	5	1
77	.....	.....	1	.....	.....	.....	1	....	2	....	....	2	7	1
78	.....	1	1	.....	.....	1	.....	....	.....	3	....	8	4	.....
79	.....	1	1	.....	.....	4	1	....	4	....	....	4	.....	2
80	.....	.....	1	.....	1	9	24	3	10	8	6	1	.....	7
81	.....	.....	1	.....	1	8	15	....	6	....	....	.....	3	2
82	1	1	1	.....	.....	1	5	....	3	....	....	4	5	.....
83	.....	.....	1	.....	1	14	5	....	7	1	1	5	2	1
84	.....	1	1	.....	.....	5	6	1	4	....	....	1	3	.....
85	1	1	1	.....	1	4	5	....	10	1	3	4	2	.....
86	.....	.....	1	.....	.....	3	3	1	4	....	1	2	2	1
87	.....	.....	1	.....	1	15	3	2	8	6	7	7	8	12
88	.....	.....	1	.....	.....	1	4	....	10	....	2	.....	1	.....
89	1	1	1	.....	1	8	8	2	5	4	5	2	4	6
90	.....	.....	1	1	.....	.....	10	....	2	....	....	5	7	1
91	.....	1	1	.....	.....	4	22	....	5	1	3	2	6	2
92	1	1	1	.....	1	.....	7	....	3	1	....	.....	8	3
93	.....	.....	1	.....	1	20	.....	....	2	5	1	5	4	6
94	1	1	1	.....	1	5	11	....	10	....	5	2	1	4
95	.....	1	1	.....	.....	3	2	....	2	10	....	2	4	1
96	.....	1	1	.....	.....	9	4	3	12	2	....	.....	2	9
97	.....	.....	1	.....	1	202	2	....	.....	....	3	10	3	15
98	.....	1	1	.....	.....	21	1	3	2	....	2	4	3	.....
99	1	.....	1	.....	.....	8	5	....	4	7	2	6	9	7
100	1	.....	1	.....	.....	.....	.....	....	.....	....	....	3	.....	.....
101	.....	.....	1	.....	.....	5	16	2	6	....	....	2	4	2
102	.....	.....	1	.....	.....	.....	5	....	.....	....	....	2	2	3
103	.....	1	.....	.....	1	10	5	1	8	1	1	8	.....	1
104	.....	1	1	.....	1	12	10	....	2	1	4	4	7	1
105	.....	.....	1	.....	1	4	5	....	3	1	3	.....	2	2
106	.....	.....	1	.....	1	2	6	....	.....	....	2	.....	2	.....
107	1	1	1	.....	1	.....	3	....	2	2	....	4	1	2
108	.....	1	1	.....	1	3	20	....	10	....	....	.....	2	.....
109	.....	1	1	.....	1	44	17	1	6	1	7	6	12	11
110	.....	1	1	.....	.....	9	5	3	10	3	3	11	8	4
111	.....	.....	1	.....	1	10	5	2	9	3	....	4	2	1
112	1	1	1	.....	1	3	4	....	4	2	2	3	.....	2
113	.....	.....	1	.....	1	1	9	....	7	....	....	7	3	2
114	.....	.....	1	.....	.....	13	12	....	6	3	4	4	4	.....
115	1	1	1	.....	1	8	11	....	12	....	3	.....	6	18
1	37	48	114	2	69	958	921	98	724	244	213	476	459	356
2	22	21	47	3	41	1,784	636	241	683	423	286	924	517	674
3	59	69	161	5	110	2,742	1,557	339	1,407	667	499	1,400	976	1,030
4	60	71	160	7	109	2,725	1,335	413	1,205	775	....	2,327	958	1,530
5	.....	.....	1	.....	1	17	222	....	202	....	....	.....	18	.....
6	1	2	.....	2	.....	.....	.....	74	.....	108	....	927	.....	500
7	36.41	42.59	99.38	3.08	67.90	25.82	14.66	3.19	13.25	6.28	4.70	13.18	9.19	9.70

COLLEGIATE INSTITUTES
III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils					Number of Pupils in—			Number of Pupils from—		
	Total number of pupils on the roll for the year	Number of new pupils admitted during the year	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming High School District	Municipalities within the County or Territorial District	Other Counties or Districts
1 Barrie	242	94	115	127	192	156	68	18	122	114	6
2 Brantford	549	229	246	303	429	320	211	18	368	161	20
3 Brockville	278	82	119	159	206	177	86	15	195	82	1
4 Chatham	332	140	129	203	230	243	61	28	213	112	7
5 Clinton	180	62	72	108	125	86	67	27	79	99	2
6 Cobourg	178	63	75	103	150	121	40	17	113	65	.....
7 Collingwood	218	79	85	133	150	151	45	22	152	42	24
8 Fort William	253	107	91	162	213	202	48	3	246	6	1
9 Galt	306	130	140	166	256	226	62	18	152	130	24
10 Goderich	182	63	64	118	149	119	54	9	114	68	.....
11 Guelph	403	71	173	230	297	286	86	31	326	71	6
12 Hamilton	760	315	361	399	600	488	212	60	676	68	16
13 Ingersoll	145	50	82	63	113	88	47	10	81	43	21
14 Kingston	514	202	238	276	411	322	179	13	409	96	9
15 Kitchener-Waterloo	264	123	118	146	182	182	63	19	214	50	.....
16 Lindsay	315	108	132	183	260	212	77	26	171	107	37
17 London	1,198	527	504	694	825	882	237	79	978	213	7
18 Morrisburg	118	47	48	70	87	84	26	8	54	63	1
19 Napanee	191	78	63	128	145	130	44	17	94	95	2
20 Niagara Falls	219	72	92	127	174	139	67	13	174	24	21
21 North Bay	226	101	60	166	187	184	35	7	195	5	26
22 Orillia	300	129	117	183	224	219	65	16	195	64	41
23 Ottawa	1,131	460	650	481	904	769	331	31	1,031	61	39
24 Owen Sound	365	160	152	213	295	271	73	21	246	103	16
25 Perth	158	41	58	100	112	102	48	8	77	77	4
26 Peterborough	359	127	156	203	317	249	85	25	297	44	18
27 Picton	221	83	85	136	178	174	38	9	91	128	2
28 Port Arthur	179	75	69	110	158	150	28	1	179	.....	.....
29 Renfrew	241	84	104	137	201	164	60	17	87	147	7
30 St. Catharines	359	130	152	207	282	293	50	16	262	83	14
31 St. Mary's	181	71	74	107	151	128	46	7	103	52	26
32 St. Thomas	469	159	216	253	290	360	95	14	397	70	2
33 Sarnia	297	100	122	175	247	198	79	20	245	52	.....
34 Seaforth	189	51	91	98	131	101	59	29	99	78	12
35 Smith's Falls	210	61	78	132	164	137	63	10	170	13	27
36 Stratford	402	156	158	244	329	293	72	37	286	82	34
37 Strathroy	162	45	74	88	138	97	54	11	77	80	5
38 Toronto, Harbord	596	212	314	282	497	345	214	37	571	.....	25
39 Toronto, Humberside	506	206	221	285	384	330	156	20	437	53	16
40 Toronto, Jarvis	449	178	269	180	366	275	157	17	428	2	19
41 Toronto, Malvern Ave	247	101	104	143	200	169	67	11	224	23	.....
42 Toronto, Oakwood	654	263	282	372	546	409	210	35	609	36	9
43 Toronto, Parkdale	476	180	236	240	385	296	160	20	461	8	7
44 Toronto, Riverdale	406	185	207	199	348	279	111	16	400	2	4
45 Vankleek Hill	168	60	56	112	130	124	36	8	61	90	17
46 Windsor	508	224	236	272	469	421	72	15	383	124	1
47 Woodstock	393	164	159	234	315	272	102	19	173	181	39
Totals	16,697	6,448	7,447	9,250	13,142	11,423	4,346	928	12,715	3,367	615
High Schools											
1 Alexandria	87	31	28	59	68	71	16	....	74	8	5
2 Alliston	85	32	41	44	66	58	27	....	33	45	7
3 Almonte	87	33	41	46	70	57	24	6	50	34	3
4 Amherstburg	50	30	31	19	38	41	9	....	30	20	.....
5 Arnprior	166	59	57	109	130	96	57	13	109	36	21
6 Arthur	81	26	27	54	62	57	16	8	38	43	.....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.

	Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects						
	Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
1	54	99	10	6	34	5	16	18	156	233	232	224	121	68	8
2	134	127	31	12	173	12	58	2	399	537	537	399	345	130	5
3	18	78	19	1	72	27	50	13	185	270	271	245	180	76	6
4	72	122	22	6	57	43	10	.....	214	323	323	304	304	61	11
5	38	94	8	5	25	10	.....	.....	86	170	170	153	109	67	17
6	21	54	9	3	37	8	29	17	123	171	171	137	147	40	9
7	41	67	8	4	61	18	7	12	151	208	208	146	119	76	8
8	102	6	6	3	56	4	76	.....	182	247	247	172	217	48	2
9	92	55	16	6	87	6	44	.....	174	297	297	294	287	63	13
10	39	71	11	2	36	8	8	7	119	182	182	173	173	54	9
11	95	67	21	15	77	23	74	31	217	369	374	303	163	86	16
12	358	73	35	17	165	30	69	13	488	744	745	700	700	212	29
13	24	60	3	.....	24	6	16	12	101	141	140	94	82	44	6
14	117	72	40	18	136	27	88	16	406	501	501	495	179	154	2
15	124	33	27	11	30	.....	17	22	182	254	254	213	148	61	10
16	37	161	12	6	12	47	27	13	170	310	310	287	292	71	13
17	378	149	87	20	313	48	100	103	871	1,142	1,142	835	679	230	27
18	9	75	5	.....	6	18	4	1	80	117	117	110	110	26	7
19	42	87	12	7	17	12	11	3	122	180	180	174	189	44	8
20	57	32	8	3	45	42	31	1	111	218	218	204	204	52	2
21	42	20	6	4	50	45	44	15	184	226	225	149	219	35	2
22	65	103	12	5	74	25	15	1	200	289	287	265	161	65	4
23	305	68	82	37	228	67	303	41	764	1,124	1,123	639	655	111	20
24	71	113	13	2	87	32	28	19	271	355	355	344	344	73	7
25	16	89	6	1	16	14	16	.....	127	155	155	150	150	23	5
26	80	50	19	6	125	25	49	5	179	348	348	222	165	85	12
27	20	126	8	4	21	22	20	.....	162	217	217	212	104	38	5
28	59	7	5	3	55	7	35	8	152	178	178	113	49	28	...
29	29	163	8	3	10	14	8	6	164	241	233	224	224	60	10
30	111	47	9	5	107	52	15	13	293	351	351	250	127	50	7
31	20	94	5	3	26	24	8	1	128	179	179	127	173	46	1
32	136	90	12	5	92	89	45	.....	360	460	460	292	296	95	5
33	100	41	15	3	93	12	20	13	198	295	295	277	277	79	17
34	19	89	8	5	40	14	11	3	101	175	176	160	104	59	16
35	45	37	5	4	62	23	22	12	169	207	207	200	200	30	5
36	90	96	25	4	86	16	66	19	237	353	366	265	232	44	22
37	22	79	10	2	19	9	5	16	97	158	158	152	152	55	8
38	300	20	40	20	100	.....	66	50	345	589	592	325	367	217	19
39	128	32	35	18	131	41	61	60	330	500	500	276	276	156	7
40	102	18	32	10	93	39	106	49	273	443	442	317	286	76	8
41	78	14	16	6	91	6	13	23	170	243	244	236	236	67	4
42	253	16	44	30	117	28	134	32	417	649	649	381	303	203	18
43	180	17	23	12	134	22	83	5	296	470	470	273	456	78	3
44	119	4	12	8	125	4	122	12	279	405	405	390	390	111	4
45	17	111	8	2	7	2	17	4	122	123	163	160	160	36	3
46	122	23	15	6	152	56	92	42	340	490	462	382	221	71	3
47	64	163	16	2	89	20	31	8	315	382	382	271	168	100	6
	4,445	3,312	879	355	3,693	1,102	2,170	741	11,210	16,219	16,241	12,714	11,243	3,754	429
1	15	47	4	3	8	5	5	.....	71	87	87	87	87	16	...
2	15	43	6	.....	3	.....	6	12	58	85	85	58	85	27	...
3	13	38	5	1	18	4	7	1	57	82	82	81	81	24	1
4	4	17	5	1	10	6	7	.....	37	49	50	50	50	9	...
5	34	36	9	.....	28	21	36	2	96	166	166	96	92	57	12
6	16	46	1	.....	10	.....	8	.....	57	80	80	73	45	14	...

COLLEGIATE INSTITUTES
III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Barrie	4	156	156	157	234	124	14	198	9	198	....
2 Brantford	7	399	342	365	514	404	9	431	34	370	5
3 Brockville	2	176	143	182	235	234	10	249	18	190	7
4 Chatham	8	243	143	243	323	154	22	160	24	203	10
5 Clinton	8	86	86	87	170	126	17	97	16	117	2
6 Cobourg	8	124	97	137	169	76	8	114	8	115	....
7 Collingwood	6	151	119	151	211	190	13	152	12	147	....
8 Fort William	2	196	196	197	174	144	.....	176	.....	172	4
9 Galt	6	225	174	199	265	153	18	245	22	209	6
10 Goderich	1	119	119	124	182	103	9	110	17	115	2
11 Guelph	11	266	217	266	370	181	18	280	31	278	8
12 Hamilton	27	488	488	488	747	456	46	741	186	742	25
13 Ingersoll	4	88	88	111	143	93	8	106	12	112	9
14 Kingston	5	320	322	421	417	287	9	498	43	397	2
15 Kitchener-Waterloo	12	182	180	182	205	205	9	160	45	175	16
16 Lindsay	6	220	220	202	307	189	18	179	5	181	9
17 London	24	789	838	862	768	411	38	612	38	679	5
18 Morrisburg	1	80	80	80	80	67	7	71	2	87	1
19 Napanee	9	175	130	122	182	93	11	141	21	180	9
20 Niagara Falls	3	126	83	154	203	130	10	170	13	129	....
21 North Bay	1	184	101	184	226	89	6	130	17	112	....
22 Orillia	9	219	122	219	292	150	7	220	19	234	1
23 Ottawa	17	548	505	684	1,092	592	45	1,041	107	858	12
24 Owen Sound	12	271	150	235	339	187	14	219	11	253	2
25 Perth	4	102	58	102	150	52	5	105	19	138	3
26 Peterborough	4	249	148	249	345	169	19	233	32	232	....
27 Picton	4	174	162	174	217	113	5	127	10	131	....
28 Port Arthur	...	150	101	164	179	66	.....	146	16	146	4
29 Renfrew	12	164	164	164	234	202	13	154	22	146	6
30 St. Catharines	6	293	293	293	276	141	14	262	32	238	11
31 St. Mary's	1	128	128	128	178	103	4	146	11	131	1
32 St. Thomas	9	360	159	360	465	218	5	295	10	265	1
33 Sarnia	5	198	168	198	296	151	18	208	13	206	7
34 Seaforth	14	101	101	101	175	74	16	160	14	163	8
35 Smith's Falls	6	147	147	167	207	122	6	101	13	177	6
36 Stratford	63	280	160	273	368	186	21	193	34	220	....
37 Strathroy	2	97	97	99	157	113	7	128	.....	144	9
38 Toronto, Harbord	19	345	345	345	590	400	27	578	165	570	32
39 Toronto, Humberside	5	330	250	334	501	288	11	402	87	445	18
40 Toronto, Jarvis	8	276	151	275	442	301	15	420	135	415	8
41 Toronto, Malvern Av	2	169	133	169	245	147	10	132	32	213	4
42 Toronto, Oakwood	18	414	284	447	647	649	34	523	152	579	25
43 Toronto, Parkdale	3	296	165	296	467	303	17	434	105	421	16
44 Toronto, Riverdale	5	279	247	279	403	222	11	394	68	380	21
45 Vankleek Hill	5	121	124	121	163	116	3	109	5	102	1
46 Windsor	4	426	311	422	447	195	11	318	12	299	....
47 Woodstock	7	245	229	239	307	184	6	286	25	288	12
Totals	399	11,175	9,224	11,451	15,307	9,353	644	12,354	1,722	12,302	328
High Schools											
1 Alexandria	...	71	71	71	87	40	.....	86	.....	86	....
2 Alliston	...	58	58	58	85	53	.....	75	.....	75	....
3 Almonte	2	57	57	57	85	51	4	46	4	61	....
4 Amherstburg	...	35	41	37	49	24	.....	42	.....	42	....
5 Arnprior	2	96	96	96	166	104	12	95	12	155	....
6 Arthur	7	57	57	57	80	52	7	20	3	60	....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	140	140	121	216	2	156	153	20	21	137	242	14	....	.....	.....	8
2	200	208	249	380	3	105	105	105	45	200	547	105	....	68	96	12
3	120	120	160	226	2	115	82	38	43	111	277	.....	38	.....	.....	7
4	188	188	140	256	4	172	65	65	65	125	332	65	....	60	93	6
5	96	96	163	168	10	86	86	3	1	86	180	.....	....	.....	.....	21
6	72	72	69	116	3	94	50	54	54	64	173	.....	41	.....	54	6
7	111	111	104	104	9	137	38	38	38	126	218	.....	....	53	85	7
8	126	126	48	174	....	146	76	76	76	196	253	76	....	71	105	...
9	95	95	65	229	2	196	65	65	66	93	299	65	....	98	124	7
10	73	73	92	94	9	79	74	32	13	74	180	32	....	.....	.....	...
11	203	203	179	294	9	195	125	94	95	181	400	95	....	.....	.....	...
12	526	526	440	739	3	291	.....	.....	.....	488	751	.....	....	228	260	6
13	72	72	78	119	2	111	22	22	22	69	145	22	....	51	37	...
14	78	78	145	311	3	123	89	89	98	74	489	89	....	.....	.....	...
15	90	90	105	195	6	142	47	47	49	59	262	.....	....	90	122	2
16	109	109	173	261	5	181	50	50	50	106	308	50	....	.....	.....	12
17	23	23	266	269	13	512	148	161	160	678	1,181	180	19	253	217	16
18	77	77	54	106	....	83	.....	18	20	66	115	.....	....	.....	.....	...
19	85	85	61	92	....	122	89	30	30	62	191	30	....	.....	.....	10
20	82	82	89	134	1	117	76	83	83	43	219	76	....	.....	75	4
21	55	55	62	147	3	137	64	68	68	55	226	71	....	.....	.....	...
22	149	149	151	243	4	141	200	45	45	144	297	45	....	.....	.....	...
23	181	181	506	862	6	518	137	109	56	674	1,128	121	....	12	23	97
24	150	150	175	175	4	127	50	50	50	173	355	50	....	82	132	17
25	91	91	68	141	1	102	58	14	14	88	158	14	....	.....	.....	...
26	86	86	138	198	3	184	81	78	36	74	354	81	....	51	63	11
27	116	116	83	142	5	160	54	54	65	102	221	54	28	.. .	.....	...
28	31	31	46	110	....	40	33	33	33	102	179	33	....	55	95	...
29	112	112	141	201	6	164	79	38	12	135	233	44	42	.....	.....	13
30	101	101	131	251	1	340	28	.....	.....	106	359	99	....	.....	.....	9
31	3	3	44	44	....	128	83	22	22	75	180	22	....	.....	.....	7
32	214	214	90	90	5	251	251	160	92	210	460	160	....	70	51	11
33	96	96	103	206	2	143	69	71	71	90	295	69	....	.....	.....	5
34	115	115	73	75	9	101	101	.....	.....	111	187	.....	....	.....	.....	7
35	112	112	120	172	3	85	64	30	30	117	210	30	39	44	93	...
36	203	171	164	250	11	83	81	81	81	173	382	81	....	99	140	19
37	99	99	110	160	1	97	55	8	8	91	162	.....	....	.....	.....	8
38	316	316	357	512	....	192	34	.....	.....	228	571	.....	....	.....	.....	...
39	120	120	127	366	3	220	10	.....	.....	118	497	.....	....	.....	.....	28
40	212	212	263	260	7	.....	.....	.....	.....	195	427	.....	....	.....	.....	11
41	167	167	139	227	5	98	30	.....	.....	133	247	.....	....	.....	.....	4
42	238	238	338	340	....	238	183	.....	.....	352	650	.....	....	174	234	49
43	198	198	261	428	7	.....	160	.....	.....	193	473	.....	....	.....	.....	18
44	284	284	206	383	6	181	66	.....	.....	265	403	.....	....	130	149	27
45	126	126	160	160	2	121	48	.....	.....	136	167	.....	.....	.....	.....	15
46	139	139	123	242	4	201	171	171	174	101	507	170	....	.....	173	6
47	131	131	171	283	6	196	73	73	73	133	386	73	....	119	190	10
	6,411	6,387	7,151	11,151	190	7,411	3,703	2,195	1,959	7,412	16,476	2,116	207	1,808	2,611	496
1	.....	71	47	87	....	71	.....	.....	.....	71	87	.....	....	.....	.....	...
2	58	58	85	85	....	32	.....	.....	.....	58	85	.....	....	.....	.....	8
3	59	59	26	25	1	57	11	3	.....	57	87	.....	....	.....	.....	...
4	37	37	24	49	....	41	.....	.....	.....	35	50	.....	....	.....	.....	...
5	96	96	92	164	....	96	.....	.....	.....	96	165	.....	.....	.....	.....	...
6	58	58	16	53	....	28	8	.....	.....	57	80	.....	65	.....	.....	...

COLLEGIATE INSTITUTES

III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS AND

High Schools—Continued	Pupils					Number of Pupils in—			Number of Pupils from—		
	Total number of pupils on the roll for the year	Number of new pupils admitted during the year	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming High School Dis't.	Municipalities within the County or Territorial District	Other Counties or Districts
7 Athens	152	47	65	87	100	85	59	8	77	75	....
8 Aurora	111	40	48	63	91	72	26	13	63	48	....
9 Avonmore	49	15	19	30	35	33	16	.....	42	6	1
10 Aylmer	113	35	45	68	80	80	23	10	36	74	3
11 Beamsville	62	23	36	26	44	45	17	.....	31	30	1
12 Belleville	328	137	136	192	260	212	91	25	239	74	15
13 Bowmanville	129	41	50	79	107	80	31	18	80	49	....
14 Bradford	76	31	34	42	54	54	22	.....	30	45	1
15 Brampton	136	56	52	84	128	84	44	8	67	62	7
16 Brighton	65	25	20	45	46	42	23	.....	47	18	....
17 Caledonia	80	30	37	43	63	54	17	9	37	31	12
18 Campbellford	162	66	62	100	115	102	39	21	84	70	8
19 Carleton Place	139	63	49	90	119	94	45	.....	84	36	19
20 Cayuga	89	31	40	49	66	70	10	9	34	55	....
21 Chatsworth	36	14	14	22	26	32	4	.....	33	2	1
22 Chesley	81	25	28	53	64	54	16	11	48	25	8
23 Chesterville	90	32	32	58	66	70	20	.....	27	63	....
24 Colborne	64	28	29	35	48	49	15	.....	29	35	....
25 Cornwall	255	88	93	162	197	179	53	23	130	109	16
26 Deseronto	71	24	24	47	54	56	15	.....	52	9	10
27 Dundalk	66	19	30	36	52	42	24	.....	27	24	15
28 Dundas	134	53	53	81	109	104	20	10	94	38	2
29 Dunnville	120	42	54	66	94	70	40	10	72	43	5
30 Durham	84	34	32	52	70	51	33	.....	39	44	1
31 Dutton	105	36	48	57	80	67	29	9	33	71	1
32 Elora	47	21	18	29	29	36	8	3	15	32	....
33 Essex	121	52	51	70	86	87	28	6	27	94	....
34 Fergus	125	44	48	77	102	86	30	9	49	69	7
35 Flesherton	74	30	32	42	53	51	23	.....	62	10	2
36 Forest	112	48	45	67	83	77	26	9	50	62	....
37 Gananoque	113	40	43	70	84	85	28	.....	82	23	8
38 Georgetown	142	58	68	74	103	96	29	17	37	61	44
39 Glencoe	72	26	16	56	61	51	15	6	18	49	5
40 Gravenhurst	40	9	14	26	33	28	12	.....	31	8	1
41 Grimsby	89	41	29	60	52	66	23	.....	58	6	25
42 Hagersville	77	30	33	44	62	56	21	.....	24	51	2
43 Haileybury	123	60	58	65	95	107	16	.....	62	58	3
44 Harriston	82	37	36	46	65	53	19	10	34	21	27
45 Hawkesbury	70	21	29	41	54	52	18	.....	41	19	10
46 Iroquois	130	30	51	79	110	107	18	5	45	84	1
47 Kemptville	139	42	36	103	90	77	50	12	41	59	39
48 Kenora	98	50	30	68	83	75	23	.....	85	13	....
49 Kincardine	158	45	38	120	131	120	27	11	72	86	....
50 Leamington	142	69	62	80	119	104	29	9	62	58	22
51 Listowel	188	56	89	99	131	111	63	14	76	95	17
52 Lucan	84	31	42	42	66	54	25	5	84	.....	....
53 Madoc	104	40	34	70	92	79	22	3	87	16	1
54 Markdale	51	25	18	33	37	38	13	.....	39	11	1
55 Markham	107	38	48	59	79	73	27	7	25	76	6
56 Meaford	138	60	45	93	115	108	22	8	78	57	3
57 Midland	113	52	46	67	95	85	22	6	88	25	....
58 Mitchell	103	36	48	55	73	64	39	.....	47	55	1
59 Morewood	49	13	22	27	35	35	14	.....	35	1	13
60 Mount Forest	104	33	34	70	76	66	29	9	61	16	27
61 Newburgh	72	23	24	48	57	55	17	.....	12	60	....
62 Newcastle	26	16	13	13	18	16	10	.....	12	14	....
63 Newmarket	207	91	93	114	161	158	26	23	87	96	24
64 Niagara	20	10	3	17	13	15	5	.....	14	6	....
65 Niagara Falls South	74	27	27	47	59	44	27	3	41	33	....

AND HIGH SCHOOLS—Continued
IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied as below—									Number of Pupils in the Various Subjects						
Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation		English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
7	11	105	9	4	13	3	4	3	97	152	152	144	144	59	8
8	13	39	8	3	12	13	13	10	72	111	111	98	98	26	12
9	2	30	2	.....	6	1	.....	8	33	49	49	49	32	16	....
10	11	75	4	2	14	5	1	1	80	104	105	103	103	23	1
11	1	31	7	4	8	.....	11	.....	45	62	62	62	41	17	....
12	66	64	18	4	99	7	50	20	212	201	306	276	181	66	14
13	19	41	12	1	34	10	7	5	80	123	123	80	80	28	6
14	10	47	5	.....	4	3	7	.....	54	76	76	76	45	22	....
15	25	57	6	3	22	6	8	9	84	136	136	128	128	44	8
16	7	28	4	3	5	.....	18	.....	27	65	65	48	40	23	....
17	25	40	1	.....	6	8	.....	.....	54	73	73	45	43	17	2
18	38	66	11	3	11	26	6	1	102	102	102	102	35	39	6
19	35	56	4	.....	33	5	6	.....	94	139	139	121	73	45	....
20	9	56	6	.....	9	3	4	2	70	80	80	80	89	10	....
21	3	29	2	.....	1	.....	1	.....	32	36	36	36	36	4	....
22	12	33	4	1	20	2	6	3	54	81	81	70	43	16	11
23	17	62	2	.....	3	4	.....	2	70	90	90	90	54	20	....
24	4	28	6	2	3	3	12	6	49	64	64	64	64	15	....
25	54	90	14	7	66	17	6	1	181	248	248	232	232	50	18
26	15	25	2	.....	18	8	3	.....	56	71	71	42	44	15	....
27	7	39	6	1	2	5	6	.....	42	66	66	66	66	24	....
28	17	33	4	.....	56	2	8	14	87	134	134	109	113	20	9
29	21	50	4	2	29	11	1	2	70	117	117	111	111	37	2
30	5	43	1	1	10	21	3	.....	51	84	84	84	51	25	....
31	2	74	5	.....	14	6	1	3	67	96	96	94	58	27	2
32	5	26	.....	2	5	5	4	.....	36	47	45	45	47	7	....
33	19	72	5	3	2	8	10	2	87	114	114	114	77	27	....
34	13	54	2	2	40	8	4	2	125	125	125	116	125	30	6
35	8	54	5	.....	4	2	1	.....	51	74	74	74	46	23	....
36	12	53	7	4	14	5	6	11	77	103	103	103	59	26	....
37	15	34	6	2	29	6	18	3	85	110	110	110	110	25	....
38	23	64	10	1	30	5	8	1	84	125	125	125	125	29	....
39	11	52	1	.....	3	3	2	.....	51	66	66	66	40	15	....
40	10	8	.....	.....	6	12	4	.....	28	40	40	40	29	12	....
41	13	49	4	.....	8	5	7	3	66	89	89	89	47	23	....
42	12	43	7	.....	8	6	.....	1	56	77	77	77	77	18	....
43	20	12	13	3	15	2	53	5	97	120	116	113	113	11	....
44	10	37	10	2	5	2	14	2	53	77	77	72	42	19	5
45	17	21	4	.....	13	3	8	4	52	67	68	56	41	15	....
46	4	100	.....	1	10	10	3	2	107	130	130	57	68	18	5
47	9	78	7	2	8	8	21	6	77	132	132	127	127	50	5
48	17	13	1	1	22	23	21	.....	75	97	97	97	97	23	....
49	34	86	4	.....	21	8	.....	5	120	158	158	147	147	27	7
50	29	72	3	.....	28	.....	8	2	104	138	138	132	80	28	4
51	35	86	17	2	12	12	19	5	111	188	188	174	120	63	14
52	13	47	10	.....	4	5	4	1	54	79	79	79	79	25	....
53	13	73	4	1	4	3	5	1	79	104	104	101	59	22	3
54	7	23	.....	1	2	1	13	4	38	51	51	51	30	12	....
55	20	62	7	1	3	5	5	4	73	100	101	100	100	28	....
56	26	55	7	.....	27	13	10	.....	107	136	136	126	63	22	6
57	18	24	7	.....	15	18	31	.....	87	107	107	107	107	23	....
58	25	52	2	2	14	3	2	3	70	103	103	103	67	39	....
59	3	29	3	5	2	4	3	.....	35	49	49	49	34	14	....
60	18	52	9	1	14	3	3	4	66	95	95	95	95	29	....
61	4	56	4	.....	5	1	2	.....	55	72	72	72	72	17	....
62	2	17	1	.....	3	2	1	.....	22	26	26	26	10	6	....
63	22	86	15	2	19	39	13	11	129	197	197	182	182	24	11
64	.....	8	.....	.....	5	.....	7	.....	15	20	20	20	11	5	....
65	15	22	1	2	14	4	15	1	40	74	74	71	71	27	3

COLLEGIATE INSTITUTES

III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
7 Athens	....	97	97	97	152	105	8	87	....	141	4
8 Aurora	....	72	72	73	111	69	13	90	2	93	....
9 Avonmore	....	33	33	33	49	32	.....	32	....	32	....
10 Aylmer	8	80	80	80	106	64	3	76	9	83	....
11 Beamsville	....	45	45	46	62	41	.....	62	....	62	....
12 Belleville	8	221	131	258	297	168	11	245	9	294	1
13 Bowmanville	7	80	80	80	117	117	6	82	18	97	2
14 Bradford	....	54	54	54	76	45	.....	73	....	74	....
15 Brampton	....	84	54	84	136	136	8	120	8	129	4
16 Brighton	....	42	42	42	65	48	.....	42	....	52	....
17 Caledonia	6	54	54	54	74	48	3	74	15	76	....
18 Campbellford	12	102	102	102	156	89	9	126	....	124	4
19 Carleton Place	....	94	94	93	138	72	.....	109	....	113	....
20 Cayuga	9	70	70	70	80	43	.....	71	....	79	....
21 Chatsworth	....	32	32	32	36	23	.....	16	....	36	....
22 Chesley	....	54	54	54	81	46	11	65	3	64	1
23 Chesterville	....	70	70	70	90	54	.....	61	....	61	....
24 Colborne	....	49	49	49	64	36	.....	58	....	59	....
25 Cornwall	6	198	81	181	250	169	18	164	2	177	1
26 Deseronto	....	56	56	56	71	44	.....	65	....	61	....
27 Dundalk	....	42	42	42	66	47	.....	34	....	55	....
28 Dundas	....	104	56	104	97	60	9	88	....	88	....
29 Dunnville	3	70	70	70	117	73	6	89	12	101	1
30 Durham	....	59	59	62	84	51	.....	60	....	60	....
31 Dutton	5	67	67	68	96	60	2	62	....	70	....
32 Elora	2	36	36	36	45	21	.....	33	....	45	....
33 Essex	4	87	62	91	115	78	1	103	21	106	....
34 Fergus	3	125	125	86	122	122	6	117	....	119	....
35 Flesherton	....	51	51	51	74	46	.....	28	....	30	....
36 Forest	9	77	77	77	103	59	.....	90	....	101	....
37 Gananoque	....	79	85	85	110	76	.....	86	....	81	....
38 Georgetown	14	96	57	82	128	71	3	90	13	109	1
39 Glencoe	4	51	51	51	66	40	.....	56	5	52	....
40 Gravenhurst	....	28	28	28	40	29	.....	26	....	28	....
41 Grimsby	....	66	66	66	89	47	.....	84	....	88	....
42 Hagersville	....	56	56	56	74	49	.....	67	....	65	....
43 Haileybury	....	112	97	112	87	87	13	100	....	56	....
44 Harriston	4	53	53	53	77	46	6	52	13	70	....
45 Hawkesbury	....	52	52	52	69	42	.....	68	....	65	....
46 Iroquois	....	107	107	107	107	68	5	37	1	110	....
47 Kemptville	7	77	77	77	132	90	5	98	....	107	2
48 Kenora	....	75	75	75	67	67	.....	49	9	62	....
49 Kincardine	4	120	120	120	154	100	7	135	3	133	....
50 Leamington	2	105	104	106	138	86	6	125	1	125	....
51 Listowel	....	111	111	111	188	188	14	140	16	150	1
52 Lucan	5	54	54	54	79	45	.....	67	2	78	....
53 Madoc	....	79	79	79	104	62	3	79	....	80	....
54 Markdale	....	38	38	38	51	30	.....	28	....	32	....
55 Markham	6	73	73	73	102	70	1	102	....	102	....
56 Meaford	2	130	108	105	133	57	6	74	3	94	....
57 Midland	5	87	87	87	110	110	5	113	....	113	....
58 Mitchell	....	70	70	70	103	67	.....	38	6	65	....
59 Morewood	....	35	35	35	49	34	.....	28	....	28	....
60 Mount Forest	9	66	66	66	95	95	1	79	9	80	....
61 Newburgh	....	55	55	55	72	39	.....	37	....	43	....
62 Newcastle	....	22	22	22	26	10	.....	20	....	19	....
63 Newmarket	7	158	158	139	200	151	17	140	12	124	5
64 Niagara	....	15	9	15	20	10	.....	18	2	18	....
65 Niagara Falls South	....	44	40	44	74	40	3	41	....	39	....

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

	Number of Pupils in the Various Subjects—Continued											Special Courses				
	Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
7	97	97	109	152	....	85	.....	.....	....	97	150	....	38	....	....	....
8	76	76	59	68	....	72	42	.....	....	78	111	....	....	....	....	6
9	33	33	16	16	....	33	32	.....	....	33	49	....	....	....	....	....
10	88	88	71	105	9	80	.....	.....	....	80	113	....	....	....	....	....
11	...	45	41	62	....	45	.....	.....	....	45	61	....	....	....	....	....
12	213	213	177	307	6	159	69	38	39	130	321	39	....	....	80	7
13	6	86	35	115	6	80	.....	.....	....	80	129	....	....	....	....	....
14	54	54	45	76	....	54	.....	.....	....	54	76	....	....	....	....	....
15	84	84	44	136	....	84	53	.....	....	84	.....	....	....	....	....	....
16	...	.....	40	65	....	42	.....	.....	....	42	65	....	....	....	....	....
17	60	60	45	47	....	28	.....	.....	....	54	80	....	....	....	....	....
18	114	114	96	150	12	102	67	.....	....	105	160	....	....	....	....	....
19	94	94	139	139	....	.....	.....	.....	....	94	135	....	....	....	....	....
20	9	79	52	80	9	70	37	.....	....	70	89	....	....	....	....	....
21	32	32	4	36	....	32	.....	.....	....	32	36	....	....	....	....	....
22	57	57	46	81	....	54	.....	.....	....	54	81	....	....	....	....	5
23	67	67	90	90	....	70	.....	.....	....	63	89	....	....	....	....	....
24	40	40	36	64	....	49	.....	.....	....	40	64	....	....	....	....	....
25	175	175	144	238	6	81	54	13	13	90	252	13	....	....	61	....
26	56	56	44	71	....	56	.....	.....	....	56	71	....	....	....	....	....
27	...	42	47	66	....	42	.....	.....	....	42	66	....	....	....	....	....
28	68	68	51	61	....	73	98	36	36	104	134	36	....	....	....	....
29	69	69	71	107	3	70	13	11	13	60	120	....	....	....	....	....
30	59	59	51	51	....	51	.....	.....	....	51	84	....	....	....	....	....
31	72	72	63	97	5	36	.....	.....	....	67	105	....	....	....	....	6
32	38	38	25	22	3	22	.....	.....	....	25	47	....	....	....	....	....
33	84	84	53	107	2	37	.....	.....	....	91	120	....	94	....	....	....
34	95	95	119	122	3	125	47	.....	....	86	125	....	....	....	....	....
35	51	51	46	51	....	51	12	.....	....	51	74	....	....	....	....	....
36	86	86	68	103	9	77	.....	.....	....	77	112	....	....	....	....	....
37	52	52	70	106	....	70	26	12	23	54	107	....	....	....	....	5
38	99	99	82	126	14	96	41	11	13	57	140	....	....	....	....	9
39	56	56	15	15	....	51	.....	.....	....	51	72	....	....	....	....	....
40	28	28	29	40	....	.....	9	.....	9	28	40	....	....	....	....	....
41	66	66	47	89	....	42	.....	.....	....	66	89	....	....	....	....	....
42	56	56	50	75	....	56	26	.....	....	56	77	....	....	....	....	....
43	23	23	49	49	20	57	17	32	17	31	123	32	....	....	....	....
44	57	57	42	76	2	32	.....	.....	....	52	82	....	....	....	....	....
45	52	52	17	69	....	42	27	.....	....	51	69	....	....	....	....	....
46	...	.....	68	68	....	57	57	.....	20	107	128	....	....	....	....	....
47	84	84	92	133	7	42	.....	.....	....	92	139	....	....	....	....	15
48	27	27	38	64	....	75	37	30	30	34	98	....	....	....	....	....
49	54	54	90	154	4	120	.....	.....	....	120	154	....	83	....	....	10
50	106	106	83	137	2	104	.....	.....	....	95	142	....	....	....	....	6
51	111	111	120	188	....	54	54	.....	....	108	188	....	....	....	....	....
52	59	59	48	80	3	54	.....	.....	....	54	83	....	....	....	....	....
53	79	79	59	104	....	79	.....	.....	....	95	104	....	....	....	....	....
54	38	38	29	51	....	.....	.....	.....	....	37	51	....	....	....	....	....
55	79	79	75	69	5	73	.....	.....	....	73	107	....	....	....	....	....
56	68	68	50	93	2	107	104	40	40	67	138	....	....	....	....	....
57	90	90	59	108	4	52	.....	.....	....	87	113	....	....	....	....	....
58	65	65	70	103	....	36	.....	.....	....	78	101	....	....	....	....	8
59	35	35	34	49	....	35	.....	.....	....	35	49	....	....	....	....	....
60	75	75	62	95	....	66	.....	.....	....	66	104	....	....	....	....	....
61	55	55	39	72	....	33	.....	.....	....	55	72	....	....	....	....	7
62	22	22	10	26	....	22	.....	.....	....	22	26	....	....	....	....	....
63	97	97	77	198	4	139	87	39	39	92	204	39	....	....	....	....
64	15	15	10	20	....	.....	7	7	8	6	20	....	....	....	....	....
65	27	27	37	40	....	34	22	22	22	27	74	22	18	....	26	....

COLLEGIATE INSTITUTES

III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils					Number of Pupils in		
	Total number of pupils on the roll for the year	Number of new pupils admitted during the year	Boys on the roll for the year	Girls on the roll for the year	Average daily Attendance	Lower School	Middle School	Upper School
66 Norwood	91	41	29	62	72	75	16	.....
67 Oakville	126	52	51	75	110	94	32	.....
68 Omemee	38	19	14	24	31	27	11	.....
69 Orangeville	157	66	59	98	103	104	44	9
70 Oshawa	170	60	75	95	149	125	32	13
71 Paris	86	31	37	49	68	57	21	8
72 Parkhill	93	29	32	61	69	60	27	6
73 Parry Sound	76	36	28	48	59	61	15	.....
74 Pembroke	193	87	102	91	160	147	40	6
75 Penetanguishene	53	15	24	29	40	42	11	.....
76 Petrolia	130	58	38	92	98	103	27	.....
77 Plantagenet	55	26	17	38	43	45	10	.....
78 Port Dover	35	12	12	23	26	28	7	.....
79 Port Elgin	74	25	17	57	60	53	18	3
80 Port Hope	134	134	63	71	114	100	22	12
81 Port Perry	92	42	34	58	70	71	17	4
82 Port Rowan	43	15	14	29	27	34	9	.....
83 Prescott	107	38	46	61	86	72	21	14
84 Richmond Hill	96	42	35	61	73	69	24	3
85 Ridgetown	143	38	49	94	96	93	44	6
86 Rockland	29	18	8	21	23	22	7	.....
87 Sault Ste. Marie	247	112	114	133	195	188	53	6
88 Shelburne	72	23	32	40	53	47	25	.....
89 Simcoe	146	59	60	86	110	84	51	11
90 Smithville	61	18	24	37	46	44	17	.....
91 Stirling	83	25	30	53	65	59	24	.....
92 Streetsville	37	12	14	23	22	23	14	.....
93 Sudbury	150	55	62	88	116	107	36	7
94 Sydenham	134	45	60	74	105	97	30	7
95 Thorold	58	29	31	27	48	40	18	.....
96 Tillsonburg	96	44	42	54	71	70	24	2
97 Toronto, Commerce	636	344	180	456	540	*564	†72	.....
98 Toronto, North	209	88	93	116	168	123	65	21
99 Trenton	126	62	54	72	104	93	33	.....
100 Tweed	55	27	16	39	41	47	8	.....
101 Uxbridge	142	40	56	86	106	93	41	8
102 Vienna	24	6	7	17	16	18	6	.....
103 Walkerton	101	36	46	55	82	71	22	8
104 Wallaceburg	104	32	41	63	83	71	25	8
105 Wardsville	38	13	16	22	24	25	13	.....
106 Waterdown	78	36	35	43	57	55	16	7
107 Waterford	46	21	18	28	36	32	14	.....
108 Watford	112	32	47	65	82	65	37	10
109 Welland	207	82	87	120	140	163	25	19
110 Weston	110	55	50	60	77	71	28	11
111 Whitby	125	60	49	76	90	89	28	8
112 Wiarton	79	21	29	50	60	55	16	8
113 Williamstown	103	27	42	61	86	55	45	3
114 Winchester	109	38	52	57	76	78	23	8
115 Wingham	144	54	57	87	118	82	41	21
1 Totals, High Schools	12,400	4,904	4,906	7,494	9,598	8,767	2,990	643
2 Totals, Collegiate Institutes	16,697	6,448	7,447	9,250	13,142	11,423	4,346	928
3 Grand Totals, 1917–1918	29,097	11,352	12,353	16,744	22,740	20,190	7,336	1,571
4 Grand Totals, 1916–1917	28,833	.....	12,339	16,494	22,781	20,185	7,105	1,543
5 Increases	264	.....	14	250	.....	5	231	28
6 Decreases	.....	.....	.....	.....	41	.....	.....	.....
7 Percentages	.....	39.01	42.45	57.54	78.15	69.38	25.21	5.39

* 1st and 2nd years. † 3rd and 4th years.

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from—				Number of Pupils from Families whose Head is occupied as below—							
Municipalities forming High School District	Municipalities within the County or Territorial District	Other Counties or Districts		Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation
66	46	29	16	10	46	2	.....	9	10	11	3
67	57	69	.....	15	57	4	2	25	8	10	5
68	14	22	2	.....	30	2	2	.....	.....	2	2
69	61	46	50	10	88	5	2	30	8	14	.....
70	132	30	8	40	39	11	2	60	6	12	.....
71	44	36	6	11	39	2	.....	16	3	15	.....
72	36	49	8	19	50	6	1	5	2	6	4
73	68	7	1	8	8	6	1	20	21	10	2
74	144	46	3	31	48	8	1	53	8	44	.....
75	46	7	.....	11	9	4	.....	12	5	12	.....
76	72	58	.....	15	46	5	.....	20	18	22	4
77	53	1	1	3	39	.....	.....	.....	8	3	2
78	19	13	3	1	16	2	1	5	4	5	1
79	40	34	.....	10	33	8	.....	8	4	4	7
80	77	57	.....	29	52	3	1	36	8	4	1
81	34	46	12	10	54	11	1	8	5	1	2
82	18	25	.....	6	27	4	.....	3	1	2	.....
83	82	24	1	39	26	1	3	20	7	4	7
84	21	72	3	14	57	7	.....	6	6	5	1
85	70	71	2	22	74	2	1	9	4	16	15
86	13	15	1	6	13	1	.....	3	5	1	.....
87	221	26	.....	60	18	12	7	112	8	25	5
88	27	44	1	11	44	3	.....	3	4	.....	7
89	58	88	.....	33	57	12	4	20	8	10	2
90	17	29	15	.....	37	5	1	5	2	10	1
91	24	59	.....	4	54	4	.....	6	9	4	2
92	21	10	6	6	16	4	1	3	1	3	3
93	102	48	.....	21	6	19	1	22	33	34	14
94	134	.....	.....	17	93	7	.....	4	5	2	6
95	42	9	7	10	7	6	1	25	4	5	.....
96	55	15	26	24	42	7	2	11	4	4	2
97	619	15	2	197	6	19	7	204	30	101	72
98	172	37	.....	65	20	15	7	49	11	29	13
99	72	16	38	20	47	6	2	27	11	4	9
100	19	36	.....	7	22	2	3	11	5	5	.....
101	53	78	11	25	84	7	3	8	4	9	2
102	21	.....	3	5	17	.....	.....	2	.....	.....	.....
103	59	39	3	26	36	4	4	23	7	.....	1
104	70	28	6	21	37	6	1	20	14	5	.....
105	15	14	9	7	21	5	.....	3	.....	1	1
106	70	3	5	9	49	2	.....	12	.....	6	.....
107	46	.....	.....	10	24	5	.....	2	2	3	.....
108	47	52	13	12	84	2	.....	10	4	.....	.....
109	95	112	.....	50	68	11	3	63	3	5	4
110	66	32	12	23	24	5	2	20	5	7	24
111	72	52	1	10	48	10	3	9	18	24	3
112	37	21	21	18	30	3	.....	5	2	19	2
113	100	3	.....	13	55	9	.....	9	7	6	4
114	50	57	2	13	84	5	.....	6	.....	1	.....
115	130	.....	14	16	68	10	.....	10	16	10	14
1	7,211	4,426	763	2,071	5,137	652	156	2,041	797	1,111	435
2	12,715	3,367	615	4,445	3,312	879	355	3,693	1,102	2,170	741
3	19,926	7,793	1,378	6,516	8,449	1,531	511	5,734	1,899	3,281	1,176
4	19,570	7,823	1,440	6,300	8,492	1,498	471	5,610	2,257	2,978	1,227
5	356	.....	.....	216	.....	33	40	124	.....	303	.....
6	...	30	62	.....	43	.....	.....	.....	358	.....	51
7	68.48	26.78	4.73	22.39	29.03	5.26	1.75	19.70	6.52	11.27	4.04

COLLEGIATE INSTITUTES

III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the						
	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
66 Norwood	75	91	91	91	91	16	.....
67 Oakville	94	126	126	126	70	32	.....
68 Omemee	27	38	38	38	38	10	.....
69 Orangeville	104	152	152	148	148	44	4
70 Oshawa	113	166	166	145	79	32	5
71 Paris	58	86	86	75	75	21	7
72 Parkhill	60	87	87	87	93	27	.....
73 Parry Sound	61	76	76	61	76	15	.....
74 Pembroke	147	193	193	186	97	40	4
75 Penetanguishene	42	53	53	53	53	11	.....
76 Petrolia	103	129	129	130	64	27	.....
77 Plantagenet	45	55	55	55	31	10	.....
78 Port Dover	28	35	35	35	35	7	.....
79 Port Elgin	53	74	74	71	71	18	3
80 Port Hope	86	122	122	107	104	22	.....
81 Port Perry	71	90	90	87	43	16	3
82 Port Rowan	34	43	43	43	25	9	.....
83 Prescott	72	105	105	91	48	19	14
84 Richmond Hill	69	95	95	72	54	24	2
85 Ridgetown	93	140	140	137	94	44	5
86 Rockland	22	29	29	29	28	7	.....
87 Sault Ste. Marie	188	244	244	188	128	53	.....
88 Shelburne	47	72	70	57	57	18	.....
89 Simcoe	84	140	140	121	121	51	9
90 Smithville	44	61	61	37	41	17	.....
91 Stirling	59	83	83	83	54	24	.....
92 Streetsville	23	37	37	21	16	14	.....
93 Sudbury	45	143	143	77	79	36	.....
94 Sydenham	97	134	134	97	80	30	7
95 Thorold	41	58	58	58	34	18	.....
96 Tillsonburg	70	94	94	94	94	24	.....
97 Toronto, Commerce	349	636	636	349	223	64	64
98 Toronto, North	123	204	204	188	129	65	7
99 Trenton	93	126	126	126	126	33	.....
100 Tweed	47	55	55	55	32	8	.....
101 Uxbridge	93	136	136	134	83	41	1
102 Vienna	20	23	23	23	17	4	.....
103 Walkerton	71	101	101	93	93	22	7
104 Wallaceburg	71	96	96	96	62	25	.....
105 Wardsville	25	38	38	38	38	13	.....
106 Waterdown	55	71	71	71	78	16	.....
107 Waterford	32	46	46	46	26	14	.....
108 Watford	65	107	107	112	80	37	5
109 Welland	163	199	199	187	137	25	6
110 Weston	71	99	97	100	100	28	.....
111 Whitby	89	117	117	115	115	26	.....
112 Wiarton	55	71	71	69	69	16	.....
113 Williamstown	76	100	100	100	100	24	.....
114 Winchester	78	101	101	101	109	31	.....
115 Wingham	82	134	134	123	87	41	10
1 Totals, High Schools	8,464	11,910	12,009	10,797	8,916	2,886	344
2 Totals, Collegiate Institutes	11,210	16,219	16,241	12,714	11,243	3,754	429
3 Grand Totals, 1917–1918	19,674	28,129	28,250	23,511	20,159	6,640	773
4 Grand Totals, 1916–1917	19,358	27,848	27,964	23,966	20,579	6,496	807
5 Increases	316	281	286	.....	.....	144	.....
6 Decreases	.....	.....	.....	455	420	.....	34
7 Percentages	67.61	96.67	97.08	80.80	69.28	22.82	2.65

AND HIGH SCHOOLS—Continued
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects—Continued

	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German
66	.....	75	75	75	91	45	.....	77	.....
67	.....	94	94	94	115	70	.....	110	3
68	.....	27	27	27	37	37	.....	20	.....
69	5	104	104	104	154	51	4	129	16
70	5	125	113	127	143	70	9	145	7
71	.....	54	54	57	83	56	8	29	4
72	6	60	60	62	87	87	.....	52	2
73	.....	61	61	61	76	39	.....	63	.....
74	2	146	111	146	152	80	5	150	9
75	.....	42	42	42	53	32	.....	48	4
76	.....	104	103	103	130	64	.....	98	14
77	.....	45	45	45	55	31	.....	50	.....
78	.....	28	28	28	35	18	.....	6	.....
79	.....	53	53	56	74	45	3	62	.....
80	10	100	85	100	124	52	2	61	16
81	2	71	71	69	71	49	3	90	6
82	.....	34	34	36	43	25	.....	34	.....
83	.....	72	43	72	106	63	14	90	2
84	.....	69	39	69	96	57	3	72	15
85	.....	93	90	93	140	97	6	108	3
86	.....	22	22	22	29	17	.....	28	.....
87	.....	188	188	188	247	144	6	94	.....
88	.....	47	47	47	72	49	.....	40	.....
89	7	84	84	84	100	70	6	25	10
90	.....	44	44	44	61	37	.....	19	.....
91	.....	59	59	59	83	58	.....	58	.....
92	.....	23	23	23	37	23	.....	32	.....
93	.....	95	65	107	149	114	10	106	5
94	.....	97	97	97	134	87	7	112	.....
95	.....	40	40	40	58	40	.....	50	4
96	2	70	70	70	94	94	.....	71	1
97	.....	564	315	590	453	.....	.....	591	.....
98	2	96	123	123	209	208	19	205	70
99	.....	93	93	93	126	65	.....	109	.....
100	.....	47	47	47	55	32	.....	46	.....
101	8	91	93	93	135	84	1	119	9
102	.....	19	19	19	22	17	.....	8	.....
103	1	71	71	70	100	61	7	43	7
104	8	71	71	71	96	62	.....	26	4
105	.....	25	25	25	38	25	.....	14	.....
106	7	55	55	55	71	71	.....	77	3
107	.....	32	32	33	46	26	.....	42	7
108	10	65	65	65	107	75	5	37	.....
109	11	162	163	162	162	91	11	176	13
110	3	74	51	74	104	53	4	93	12
111	3	88	88	88	95	95	3	48	4
112	7	55	55	55	71	44	.....	43	.....
113	3	79	76	78	100	70	.....	90	.....
114	8	78	78	78	103	61	.....	70	2
115	10	82	82	82	133	97	10	113	10
1	282	8,866	8,081	8,882	11,581	7,334	378	8,942	475
2	399	11,175	9,224	11,451	15,307	9,353	644	12,354	1,722
3	681	20,041	17,305	20,333	26,888	16,687	1,022	21,296	2,197
4	651	19,690	17,481	20,141	26,655	16,463	998	20,524	2,297
5	30	351	.....	192	233	224	24	772	.....
6	.....	.....	76	.....	.....	.....	.....	.....	100
7	2.34	68.87	59.47	69.88	92.40	57.34	3.51	73.18	7.55

COLLEGIATE INSTITUTES

III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Concluded	Number of Pupils in the						
	Latin	Greek	Zoology	Botany	Chemistry	Physics	Mineralogy
66 Norwood	88	.....	74	74	45	91	.....
67 Oakville	107	.....	44	44	67	108	.....
68 Omemee	27	.....	.....	27	22	37	.....
69 Orangeville	125	.....	108	108	92	153	4
70 Oshawa	124	.....	88	88	62	118	4
71 Paris	42	.....	54	54	18	80	.....
72 Parkhill	63	.....	66	66	72	87	4
73 Parry Sound	63	.....	25	25	39	76	.....
74 Pembroke	136	6	107	107	74	147	.....
75 Penetanguishene	45	.....	42	42	31	53	.....
76 Petrolia	79	.....	103	103	64	130	.....
77 Plantagenet	25	.....	45	45	31	55	.....
78 Port Dover	28	.....	28	28	18	35	.....
79 Port Elgin	69	.....	.....	53	40	43	.....
80 Port Hope	76	2	70	70	64	78	2
81 Port Perry	91	.....	74	74	45	91	1
82 Port Rowan	40	.....	34	34	25	43	.....
83 Prescott	85	.....	72	72	50	106	.....
84 Richmond Hill	84	5	55	55	51	54	.....
85 Ridgetown	96	.....	94	94	91	140	.....
86 Rockland	29	.....	22	22	17	17	.....
87 Sault Ste. Marie	142	.....	66	66	110	184	.....
88 Shelburne	49	.....	47	47	48	72	.....
89 Simcoe	56	.....	40	40	56	130	4
90 Smithville	28	.....	44	44	37	61	.....
91 Stirling	44	.....	59	59	58	83	.....
92 Streetsville	35	.....	23	23	14	14	.....
93 Sudbury	72	.....	36	36	73	141	21
94 Sydenham	118	.....	97	97	80	134	.....
95 Thorold	54	1	17	17	39	58	.....
96 Tillsonburg	73	.....	72	72	49	94	1
97 Toronto, Commerce	.....	.....	564	564	26	590	.....
98 Toronto, North	189	15	97	97	115	187	1
99 Trenton	109	.....	50	50	65	126	.....
100 Tweed	44	.....	47	47	8	55	.....
101 Uxbridge	120	.....	97	97	83	135	.....
102 Vienna	10	.....	18	18	16	16	.....
103 Walkerton	60	.....	57	57	48	85	1
104 Wallaceburg	76	.....	79	79	66	96	4
105 Wardsville	16	.....	.....	25	25	38	.....
106 Waterdown	77	.....	62	62	19	71	3
107 Waterford	42	.....	20	32	26	26	.....
108 Watford	62	.....	75	75	77	107	5
109 Welland	128	1	131	131	31	35	4
110 Weston	96	1	75	75	49	99	.....
111 Whitby	86	.....	67	67	55	72	3
112 Wiarton	66	.....	59	59	52	71	6
113 Williamstown	93	.....	79	79	73	100	3
114 Winchester	80	.....	86	86	67	101	6
115 Wingham	101	1	77	77	94	133	7
1 Totals, High Schools	9,025	59	7,406	7,831	6,345	10,701	225
2 Totals, Collegiate Institutes	12,302	328	6,411	6,387	7,151	11,151	190
3 Grand Totals, 1917-1918	21,327	387	13,817	14,218	13,496	21,852	415
4 Grand Totals, 1916-1917	21,118	495	15,422	15,613	14,286	22,544	498
5 Increases	209	.....	.....	.....	.....	.....	.....
6 Decreases	.....	108	1,605	1,395	790	692	83
7 Percentages	73.29	1.33	47.48	48.86	46.38	75.10	1.42

AND HIGH SCHOOLS—Concluded
AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

	Various Subjects—Concluded						Special Courses				
	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
66	75	.....	.....	.....	44	91	.....	.....	.....	.....	.....
67	94	10	10	10	36	126	.....	38	.....	.....	.....
68	27	.....	.....	.....	27	38	.....	.....	.....	.....	.....
69	104	55	.....	.....	86	157	.....	.....	.....	.....	10
70	96	41	41	41	88	164	41	.....	.....	.....	4
71	32	57	19	19	54	83	.....	.....	.....	.....	.....
72	29	.....	.....	.....	60	92	.....	.....	.....	.....	.....
73	37	.....	.....	.....	27	76	.....	.....	.....	.....	.....
74	111	55	41	41	34	192	41	.....	.....	.....	.....
75	42	42	6	11	42	53	6	.....	.....	.....	.....
76	66	.....	.....	.....	103	130	.....	.....	.....	.....	.....
77	24	24	.....	.....	45	55	.....	.....	.....	.....	.....
78	17	.....	.....	.....	28	35	.....	.....	.....	.....	.....
79	53	.....	.....	.....	54	74	.....	.....	.....	.....	.....
80	100	65	43	50	49	134	43	24	.....	.....	.....
81	69	.....	.....	.....	68	91	.....	.....	.....	.....	.....
82	34	.....	.....	.....	34	43	.....	.....	.....	.....	.....
83	43	36	7	16	59	107	.....	.....	.....	.....	.....
84	39	.....	.....	.....	55	96	.....	.....	.....	.....	.....
85	93	50	11	11	90	139	11	.....	.....	.....	.....
86	12	12	.....	.....	22	29	.....	.....	.....	.....	.....
87	113	31	31	31	53	247	.....	.....	104	113	19
88	23	.....	.....	.....	43	72	.....	.....	.....	.....	.....
89	84	70	11	11	94	146	.....	.....	.....	.....	6
90	20	.....	.....	.....	44	61	.....	.....	.....	.....	.....
91	59	25	.....	.....	59	83	.....	.....	.....	.....	.....
92	23	21	4	4	23	37	4	.....	.....	.....	.....
93	35	40	40	40	21	150	40	.....	.....	.....	.....
94	97	47	.....	.....	97	131	.....	.....	.....	.....	.....
95	24	13	.....	7	27	58	.....	.....	.....	.....	.....
96	70	65	.....	.....	70	96	.....	.....	.....	.....	.....
97	622	636	636	287	45	636	636	.....	.....	.....	9
98	69	59	.....	.....	96	209	.....	.....	.....	.....	.....
99	93	.....	.....	.....	50	126	.....	.....	.....	.....	.....
100	23	.....	.....	.....	47	55	.....	.....	.....	.....	.....
101	93	.....	.....	.....	104	141	.....	51	.....	.....	11
102	18	.....	.....	.....	18	23	.....	.....	.....	.....	.....
103	71	15	.....	.....	58	100	.....	.....	.....	.....	.....
104	71	10	10	10	71	104	.....	.....	.....	.....	.....
105	13	.....	.....	.....	25	38	.....	.....	.....	.....	.....
106	55	.....	.....	.....	55	78	.....	.....	.....	.....	.....
107	32	.....	.....	.....	32	46	.....	.....	.....	.....	.....
108	65	.....	.....	.....	65	112	.....	.....	.....	.....	.....
109	139	49	37	37	131	204	37	.....	.....	.....	7
110	50	50	.....	.....	75	106	.....	.....	.....	.....	.....
111	82	20	25	25	52	118	25	13	.....	.....	4
112	55	.....	.....	.....	50	79	.....	.....	.....	.....	3
113	76	.....	.....	.....	77	100	.....	30	.....	.....	.....
114	78	.....	.....	.....	90	109	.....	78	.....	.....	12
115	52	.....	.....	.....	67	144	.....	36	.....	.....	.....
1	7,315	2,655	1,266	972	7,049	12,181	1,065	568	104	280	177
2	7,411	3,703	2,195	1,959	7,412	16,476	2,116	207	1,808	2,611	496
3	14,726	6,358	3,461	2,931	14,461	28,657	3,181	775	1,912	2,891	673
4	14,801	7,218	3,216	2,645	15,318	27,674	2,852	828	1,806	2,651	745
5	.....	.....	245	286	.....	983	329	.....	106	240	.....
6	75	860	.....	.....	857	.....	.....	53	.....	.....	72
7	50.61	21.85	11.89	10.07	49.69	98.48	10.93	2.66	6.57	9.93	2.31

TABLE N—PROTESTANT SEPARATE SCHOOLS

——	No. 1 Grattan	No. 2 Hagarty	No. 1 Tilbury, North	L'Original Village	Penetanguishene Town	Totals 1917
Number of Schools	1	1	1	1	2	6
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1916	782 69	227 08	23 67	34 61	116 37	1,184 42
Government grants	37 09	147 66	216 10	31 38	349 00	781 23
Municipal grants	12 09	12 66	10 35	.....	.....	35 10
Municipal assessments	736 94	500 00	702 84	659 58	8,150 00	10,749 36
Other sources	.....	223 00	176 71	2 99	253 75	656 45
Totals	1,568 81	1,110 40	1,129 67	728 56	8,869 12	13,406 56
Expenditure:						
Teachers' salaries	506 55	500 00	491 25	552 23	5,328 25	7,378 28
School sites and buildings	.....	9 00	5 05	.....	348 72	362 77
Libraries, maps, apparatus, etc.	35 59	31 50	29 05	48 17	61 66	205 97
Other expenses	87 26	283 43	264 74	69 89	2,666 32	3,371 64
Totals	629 40	823 93	790 09	670 29	8,404 95	11,318 66
Balances on hand	939 41	286 47	339 58	58 27	464 17	2,087 90
Teachers:						
Male	.....	.....	.....	.....	1	1
Female	1	1	1	1	7	11
Certificates	II	III	III	II	1 I; 7 II	1 I; 9 II; 2 III
Salaries	$525	$500	$500	$550	Male, $1,150 Av.Fem.$629	1 male,$1,150 Av. Female, $589
Pupils:						
Total number attending	23	40	13	19	352	447
Boys	9	14	5	13	170	211
Girls	14	26	8	6	182	236
Average attendance	13	24	8	12	242	299
No. in Primer	8	12	1	3	67	91
" 1st Book	3	9	3	1	49	65
" 2nd "	2	5	4	4	70	85
" 3rd "	6	11	3	3	90	113
" 4th "	4	3	2	8	76	93
" in Art	23	40	13	17	352	445
" Geography	23	40	13	17	292	385
" Music	23	40	13	.....	299	375
" Literature	23	40	13	17	352	445
" Composition	23	40	13	17	352	445
" Grammar	4	3	5	9	76	97
" English History	12	19	5	6	95	137
" Canadian History	12	19	5	13	131	280
" Physiology & Hygiene	23	40	13	17	196	289
" Nature Study	23	40	13	17	352	445
" Physical Culture	23	40	13	17	352	445
Brick or frame school house	Frame	Frame	Brick	Brick	1 Br.; 1 Fr.	3 Br.; 3 Fr.
Number of maps	11	9	18	18	25	81
Number of globes	1	1	1	1	2	6

TABLE O—REPORT ON NIGHT SCHOOLS

I. Night Public and Separate Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Hamilton	1	2	65	33
St. Catharines	1	1	23	10
Toronto	9	21	635	369
Hamilton R.C. Sep. Sch	1	1	62	47
Oshawa R.C. Sep. Sch	1	1	35	12
Totals, 1917–1918	13	26	820	471

II. Night High Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Brantford	1	5	155	70
Cobourg	1	3	32	13
Collingwood	1	3	33	15
Dundas	1	2	22	13
Fort William	1	5	60	35
Gananoque	1	1	*	.....
Guelph	1	3	93	42
Hamilton	1	9	115	40
London	2	12	158	64
Newmarket	1	1	23	10
Niagara Falls	1	8	215	100
Ottawa	2	10	458	71
Parry Sound	1	1	12	8
Port Arthur	1	2	*	.....
Stratford	1	1	58	17
Toronto	3	76	2,298	1,185
Whitby	1	7	146	58
Windsor	1	1	17	10
Woodstock	1	1	32	10
Totals, 1917–1918	23	151	3,927	1,761

*Not reported.

TABLE P—REPORT ON TRUANCY

Cities	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No. of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J. P's	No. of convictions	No. of children reported by Teachers as not attending school
Belleville	.....	5	320	.....	.....	430
Brantford	35	25	50	10	5	20
Chatham	8	33	51	4	.....	140
Fort William	6	10	76	.....	.....	60
Galt	5	10	30	7	6	30
Guelph	6	5	46	1	.....	116
Hamilton	.....	225	1,029	52	15	1,269
Kingston	12	25	399	2	1	18
Kitchener	1	4	64	.....	.....	104
London	35	15	75	17	17	150
Niagara Falls	2	2	24	1	.....	932
Ottawa	10	388	131	.....	.....	4,731
Peterborough	3	79	79	8	8	3
Port Arthur	.....	.....	7	5	5	907
St. Catharines	.....	48	48	1	1	48
St. Thomas	5	95	95	6	6	88
Sarnia	.....	18	9	2	2	52
Sault Ste. Marie	12	652	652	4	4	9
Stratford	45	12	20	6	6	187
Toronto	285	8,259	398	220	238	25
Welland	1	378	71	5	2	.....
Windsor	26	23	25	6	5	1,200
Woodstock	.....	3	62	24	.....	130
Towns						
Alliston	2	1	6	.....	.....	2
Amherstburg	2	5	5	.....	.....	5
Arnprior	.....	8	4	.....	.....	.....
Aylmer	.....	20	20	.....	.....	.....
Barrie	3	10	30	6	6	10
Blenheim	1	2	3	.....	.....	5
Blind River	.....	5	.....	.....	.....	5
Bowmanville	.....	16	16	.....	.....	16
Bracebridge	2	2	.....	.....	.....	2
Brampton	.....	.....	3	2	2	25
Bridgeburg	.....	.....	24	.....	.....	1
Brockville	.....	20	20	.....	.....	20
Bruce Mines	3	4	5	.....	.....	5
Burlington	3	26	26	.....	.....	.....
Cache Bay	.....	.....	5	.....	.....	.....
Carleton Place	.....	31	5	.....	.....	.....
Charlton	.....	.....	3	.....	.....	3
Chesley	.....	.....	8	.....	.....	17
Cobalt	3	.....	12	5	4	6
Cobourg	.....	.....	26	.....	.....	65
Collingwood	.....	62	62	.....	.....	62
Copper Cliff	.....	14	14	.....	.....	14
Cornwall	.....	8	8	.....	.....	.....
Deseronto	.....	.....	37	.....	.....	37
Dresden	.....	4	3	.....	.....	15
Dundas	.....	11	1	1	1	11
Dunnville	.....	1	1	8	.....	.....
Englehart	.....	20	5	.....	.....	20
Essex	.....	1	4	.....	.....	2
Ford	.....	.....	.....	.....	.....	10
Fort Frances	.....	2	2	.....	.....	5
Forest	.....	4	3	.....	.....	.....
Haileybury	.....	23	3	.....	.....	12
Hanover	.....	.....	40	.....	.....	40
Hespeler	.....	20	.....	.....	.....	24
Ingersoll	.....	10	10	1	.....	.....
Kearney	.....	4	2	.....	.....	6

TABLE P—REPORT ON TRUANCY—Continued

Towns.—Continued	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No. of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J. P's	No. of convictions	No. of children reported by Teachers as not attending school
Keewatin			1			
Kenora			25	4	4	25
Kincardine						2
Kingsville	1	1	1			1
Lindsay		33	33	9	6	
Listowel			5	2	2	12
Little Current		10	10			10
Massey			10			10
Midland		10	18			18
Mimico	1	55	55	1	1	45
Mitchell		1				1
Mount Forest	3		3			6
Napanee		21	16			16
Newmarket		19	24	2	2	4
Niagara	3			3	1	13
North Bay	7	46	21	1		659
Orangeville			8			9
Orillia		27	27	3	3	27
Oshawa		22	18	2	2	22
Owen Sound	3	27	27	2		2
Palmerston			8			8
Paris	1	1				5
Parkhill		5		3	3	
Parry Sound		10	160			67
Penetanguishene		5	5	3	2	48
Perth		2				10
Picton	1	83	12	1		83
Port Hope			14			15
Prescott			11			11
Preston		3	4			3
Renfrew			15	1	1	25
Ridgetown		2	2			2
St. Mary's		18	4			10
Sandwich		30	10	3	3	30
Simcoe			176	4	4	176
Smith's Falls	2		2			152
Southampton		5	5			5
Steelton	4	3	223	3	3	200
Sturgeon Falls						1
Thessalon		5	5			
Thorold	6	2	10			21
Tilbury		5	5			5
Tillsonburg		10	12	2		12
Trenton	20	500	500	5	5	300
Trout Creek		3	3			
Uxbridge		12	12			
Walkerton			5			8
Walkerville						22
Wallaceburg		4	2			4
Waterloo		10	10			40
Webbwood	1	3	3	1	1	
Whitby	1	34	34			34
Wiarton		10	82			65
Villages						
Acton		1	4	1		
Athens		1	1			1
Ayr			34			84
Bancroft		4	2			4
Bath						3
Bayfield			2			
Beamsville		10	10	2		7

TABLE P—REPORT ON TRUANCY—Continued

Villages—Concluded	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No. of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J. P's	No. of convictions	No. of children reported by Teachers as not attending school
Bobcaygeon	.....	3	2	1	.....	3
Bolton	.....	10	10	.....	.....	.....
Bradford	.....	.....	25	.....	.....	25
Brighton	.....	8	8	.....	.....	8
Brussels	2	2	1	.....	.....	2
Burk's Falls	1	.....	32	.....	.....	88
Caledonia	.....	9	14	.....	.....	7
Cannington	.....	5	5	.....	.....	5
Cayuga	1	3	4	.....	.....	.....
Chesterville	.....	3	3	.....	.....	.....
Chippawa	.....	.....	1	.....	.....	7
Clifford	1	1	2	.....	.....	2
Colborne	4	4	5	.....	.....	4
Coldwater	.....	6	20	.....	.....	7
Courtright	.....	.....	2	.....	.....	2
Delhi	2	.....	15	.....	.....	3
Drayton	.....	1	1	.....	.....	1
Elmira	.....	8	25	.....	.....	.....
Elora	1	6	6	.....	.....	2
Exeter	.....	.....	1	.....	.....	2
Fort Erie	.....	18	18	.....	.....	.....
Georgetown	.....	30	25	.....	.....	30
Glencoe	.....	.....	2	.....	.....	5
Grimsby	.....	.....	5	.....	.....	5
Hensall	.....	1	1	.....	.....	1
Hepworth	.....	.....	1	.....	.....	1
Holland Landing	14	.....	.....	.....	.....	15
Iroquois	.....	3	3	.....	.....	.....
Jarvis	1	.....	.....	.....	.....	1
Lakefield	.....	2	2	.....	.....	2
Markdale	.....	2	.....	.....	.....	2
Markham	.....	.....	6	.....	.....	6
Marmora	.....	14	14	.....	1	14
Maxville	.....	150	150	1	.....	150
Merrickville	.....	.....	5	.....	.....	.....
Merritton	3	7	16	.....	.....	9
Millbrook	.....	5	5	.....	.....	5
Milverton	.....	.....	2	.....	.....	2
Neustadt	1	1	1	.....	.....	1
Newburgh	.....	.....	.....	.....	.....	2
Newbury	2	2	2	.....	.....	5
Newcastle	2	4	3	.....	.....	7
New Toronto	.....	.....	127	.....	.....	136
Norwich	1	.....	.....	.....	.....	10
Norwood	.....	2	1	.....	.....	2
Paisley	.....	2	2	.....	.....	1
Port Carling	.....	1	2	1	1	.....
Port Colborne	.....	7	7	.....	.....	7
Port Dalhousie	.....	15	15	2	.....	15
Port Elgin	.....	10	10	.....	.....	10
Port Perry	1	1	1	.....	.....	1
Port Rowan	.....	.....	2	.....	.....	2
Richmond Hill	.....	7	7	.....	.....	7
Shelburne	.....	.....	2	.....	.....	1
South River	.....	.....	23	.....	.....	23
Streetsville	.....	1	1	.....	.....	1
Sutton West	.....	12	16	.....	.....	4
Tara	.....	1	1	.....	.....	1
Thamesville	7	12	7	.....	.....	45
Thedford	.....	7	5	.....	.....	7
Victoria Harbour	.....	3	.....	.....	.....	.....
Waterford	.....	11	7	.....	.....	4
Winchester	.....	.....	4	.....	.....	4

TABLE P—REPORT ON TRUANCY—Concluded

Townships	No. of children otherwise employed during school hours	No. of cases of truancy reported to the Truant Officers	No of notices by Truant Officers to parents or guardians	No. of complaints made before Police Magistrates or J.P's	No. of convictions	No. of children reported by Teachers as not attending school
Brantford	.....	92	92	.....	.....	.....
Burford	52	151	42	.....	.....	.....
Morrison	15	4	15	.....	.....	15
Oakland	.....	.....	21	.....	.....	17
Paipoonge	.....	1	8	.....	.....	9
Scott	3	2	58	1	.....	258
Sydney	2	6	6	.....	.....	.....
Thurlow	54	1	137	.....	.....	117
Tyendinaga	57	99	106	.....	.....	.....
Uxbridge	.....	1	149	.....	.....	706
Waterloo	1	1	34	1	1	134
Totals 1917	798	12,459	7,217	469	380	15,405

NOTE—Out of 305 urban municipalities in the Province, 56 reported no truants, while 67 did not report at all; the remaining 182 are reported above.

TABLE Q—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Schools (including Collegiate Institutes), from the year 1867

No.	Subjects compared	1867	1872	1877	1882
1	Population	.....	1,620,851	.....	1,926,922
2	School population between the ages of five and sixteen years up to 1882, five to twenty-one subsequently	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes).	102	104	104	104
4	Continuation Schools	.....	.....	.....	.....
5	Public Schools in operation	4,261	4,490	4,955	5,013
6	Roman Catholic Separate Schools	161	171	185	190
7	Grand total of above schools in operation	4,524	4,765	5,244	5,307
8	Pupils attending High Schools (including Collegiate Institutes and Night High Schools).	5,696	7,968	9,229	12,348
9	Pupils attending Continuation Schools	.....	.....	.....	.....
10	Pupils attending Public Schools (including Kindergarten and Night Public Schools)	382,719	433,256	465,908	445,364
11	Pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
12	Grand total of students and pupils attending High, Continuation, Public, and Separate Schools	407,339	462,630	500,089	483,860
13	Amount paid for the salaries of Public and Separate School teachers	$1,093,517	1,371,594	2,038,099	2,144,449
14	Amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.	$379,672	835,770	1,035,390	882,526
15	Total amount paid for Public and Separate School purposes	$1,473,189	2,207,364	3,073,489	3,026,975
16	Amount paid for Continuation School teachers' salaries	$.....	.....	.....	.....
17	Total amount paid for Continuation School purposes	$.....	.....	.....	.....
18	Amount paid for High School (and Collegiate Institute) teachers' salaries	$94,820	141,812	211,607	253,864
19	Amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.	$29,361	68,193	132,103	89,856
20	Total amount paid for High School and Collegiate Institute purposes	$124,181	210,005	343,710	343,720
21	Grand total paid for educational purposes as above	$1,597,370	2,417,369	3,417,199	3,370,695
22	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
23	Male Teachers in Public and Separate Schools	2,849	2,626	3,020	3,062
24	Female Teachers in Public and Separate Schools	2,041	2,850	3,448	3,795
25	Continuation School Teachers	.....	.....	.....	.....
26	High School and Collegiate Institute Teachers.	159	239	280	332
27	Number of all teachers, as specified above	5,049	5,715	6,748	7,189

* Included in Public and Separate School attendances. † Included with year ended six months after

STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation and High to 1917, compiled from Returns to the Department of Education

No.	1887	1892	1897	1902	1907	1912	1916	1917
1	.....	2,114,321	.....	2,167,938	.....	‡2,523,358	.....	.....
2	611,212	595,238	590,055	584,512	590,285	609,127	632,527	628,996
3	112	128	130	134	143	148	160	162
4	.....	.....	44	65	107	138	132	137
5	5,277	5,577	5,574	5,671	5,819	5,939	6,091	6,103
6	229	312	340	391	449	513	539	548
7	5,618	6,017	6,088	6,261	6,518	6,738	6,922	6,950
8	17,459	22,837	24,390	24,472	30,331	32,608	§ 32,300	§33,024
9	.....	.....	*1,618	*2,190	*4,744	6,094	§ 5,082	§5,104
10	462,839	458,553	453,256	420,094	413,510	429,030	458,345	458,436
11	30,373	37,466	41,620	45,964	51,502	61,297	69,265	70,048
12	510,671	518,856	519,266	490,530	495,343	529,029	564,992	566,612
13	2,458,540	2,752,629	2,886,061	3,198,132	4,389,524	6,109,547	7,929,490	8,398,450
14	1,283,564	1,301,289	1,329,609	1,627,028	3,166,655	5,164,413	5,422,415	5,713,385
15	3,742,104	4,053,918	4,215,670	4,825,160	7,556,179	11,273,960	13,351,905	14,111,835
16	.....	.....	Included with No. 13	Included with No. 13	Included with No. 13	202,875	224,464	228,362
17	.....	.....	Included with No. 15	Included with No. 15	Included with No. 15	265,087	306,148	324,621
18	327,452	472,029	532,837	547,402	783,782	1,232,537	1,509,227	1,554,049
19	168,160	224,085	183,139	222,278	429,915	720,524	979,027	864,926
20	495,612	696,114	715,976	769,680	1,213,697	1,953,061	2,488,254	2,418,975
21	4,237,716	4,750,032	4,931,646	5,594,840	8,769,876	13,492,108	16,146,307	16,855,431
22	7,594	8,480	9,128	9,631	10,200	11,128	12,465	12,762
23	2,718	2,770	2,784	2,311	1,813	1,511	1,386	1,317
24	4,876	5,710	6,344	7,320	8,387	9,617	11,079	11,445
25	.....	.....	†44	†86	†140	226	234	241
26	398	522	579	593	750	917	1,038	1,051
27	7,992	9,002	9,707	10,224	10,950	12,271	13,737	14,054

Public and Separate School teachers. ‡ Census of 1911. § Figures for the school the calendar year specified.

APPEN-

TEACHERS'

FINANCIAL

Name of Institute	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
1 Algoma, East	148	.....	.....	35 25
2 Algoma (Eastern Division)	34	50 00	.....	.....
3 Brant	126	.....	39 00	.....
4 Bruce, East	100	.....	50 00	.....
5 Bruce, West	105	.....	50 00	24 00
6 Carleton, East	143	50 00	50 00	71 50
7 Carleton, West, and Lanark, East	129	50 00	50 00	60 00
8 Dufferin	109	50 00	50 00	.....
9 Dundas	102	50 00	50 00	51 00
10 Elgin, East	102	50 00	50 00	53 00
11 Elgin, West	104	50 00	50 00	82 75
12 Essex, North	64	25 00	50 00	.....
13 Essex, South	152	.....	50 00	33 50
14 Frontenac, North, and Addington	47	25 00	15 31	11 75
15 Frontenac, South	103	50 00	50 00	25 25
16 Glengarry	101	50 00	50 00	20 00
17 Grey, East	90	50 00	50 00	.....
18 Grey, South	116	.....	50 00	25 25
19 Grey, West	122	50 00	50 00	61 00
20 Haliburton	38	25 00	.....	.....
21 Haldimand	94	50 00	50 00	.....
22 Halton	101	50 00	50 00	26 00
23 Hastings, Centre	102	50 00	50 00	24 00
24 Hastings, North	54	25 00	.....	12 75
25 Hastings, South, and Belleville	126	50 00	72 31	33 25
26 Huron, East	124	.....	.....	62 00
27 Huron, West	122	50 00	50 00	28 25
28 Kenora	54	50 00	.....	11 50
29 Kent, East	104	50 00	50 00	25 00
30 Kent, West, and City of Chatham	136	50 00	50 00	33 75
31 Lambton, East	118	50 00	50 00	28 25
32 Lambton, West	147	50 00	50 00	71 50
33 Lanark, West, and Smith's Falls	116	50 00	50 00	39 55
34 Leeds, East, and Brockville (No. 2)	113	50 00	50 00	60 00
35 Leeds, West (No. 1)	88	50 00	50 00	21 50
36 Leeds and Grenville (No. 3)	85	50 00	50 00	.....
37 Lennox and Addington	106	50 00	25 00	21 75
38 Lincoln	125	50 00	50 00	25 50
39 Manitoulin, East	26	50 00	.....	5 75
40 Manitoulin, West	34	50 00	.....	27 00
41 Middlesex, East	122	50 00	50 00	31 00
42 Middlesex, West	106	50 00	50 00	154 50
43 Muskoka	130	50 00	.....	52 00
44 Nipissing, North	90	50 00	.....	22 50
45 Norfolk	109	50 00	50 00	49 50
46 Northumberland and Durham No. 1	100	50 00	50 00	19 25
47 Northumberland and Durham No. 2	77	25 00	.....	18 50
48 Northumberland and Durham No. 3	89	50 00	25 00	.....
49 Ontario, North	71	25 00	25 00	17 25

DIX J

INSTITUTES

STATEMENT

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	203 85	239 10	17 35	48 00	48 00	113 35	125 75
2	39 60	89 60	5 00	.....	26 50	31 50	58 10
3	160 71	199 71	21 75	.....	115 97	137 72	61 99
4	208 06	258 06	16 19	17 00	57 35	90 54	167 52
5	209 82	283 82	9 00	.....	31 30	40 30	243 52
6	196 67	368 17	11 27	9 47	71 00	91 74	276 43
7	326 16	486 16	68 26	59 26	195 63	323 15	163 01
8	84 28	184 28	14 00	36 50	84 05	134 55	49 73
9	175 03	326 03	22 53	50 00	116 50	189 03	137 00
10	275 48	428 48	16 61	139 20	75 37	231 18	197 30
11	24 01	206 76	3 85	156 70	16 84	177 39	29 37
12	135 89	210 89	7 41	48 00	55 00	110 41	100 48
13	80 32	163 82	93 32	.....	70 50	163 82	.....
14	77 20	129 26	7 48	3 75	52 32	63 55	65 71
15	113 42	238 67	5 49	3 50	45 75	54 74	183 93
16	200 34	320 34	7 52	.....	83 15	90 67	229 67
17	233 49	333 49	5 50	39 25	42 87	87 62	245 87
18	319 24	394 49	10 42	129 25	50 00	189 67	204 82
19	60 70	221 70	8 50	57 00	84 00	149 50	72 20
20	104 18	129 18	5 05	13 00	37 70	55 75	73 43
21	511 07	611 07	8 70	5 75	33 80	48 25	562 82
22	226 62	352 62	22 70	76 25	62 32	161 27	191 35
23	105 35	229 35	15 48	62 50	39 55	117 53	111 82
24	234 11	271 86	7 60	35 00	39 47	82 07	189 79
25	4 23	159 79	8 07	42 00	38 50	88 57	71 22
26	392 38	454 38	19 75	110 25	235 35	365 35	89 03
27	58 33	186 58	34 35	18 75	68 35	121 45	65 13
28	86 68	148 18	6 75	.....	17 05	23 80	124 38
29	335 33	460 33	9 75	.....	111 20	120 95	339 38
30	304 32	438 07	7 40	15 75	81 30	104 45	333 62
31	5 76	134 01	13 50	.....	105 45	118 95	15 06
32	113 84	285 34	11 50	55 00	65 50	132 00	153 34
33	172 41	311 96	16 00	30 50	74 00	120 50	191 46
34	80 68	240 68	6 25	72 00	51 25	129 50	111 18
35	116 90	238 40	15 23	39 50	56 60	111 33	127 07
36	28 59	128 59	11 80	50 00	54 00	115 80	12 79
37	51 86	148 61	15 04	.....	80 45	95 49	53 12
38	86 39	211 89	8 20	.....	91 75	99 95	111 94
39	16 78	72 53	6 36	17 10	33 20	56 66	15 87
40	9 95	86 95	3 27	.....	59 26	62 53	24 42
41	135 45	266 45	64 45	62 07	43 53	170 05	96 40
42	51 73	306 23	38 41	.....	155 44	193 85	112 38
43	115 74	217 74	9 35	34 50	56 32	100 17	117 57
44	73 31	145 81	9 85	.....	57 25	67 10	78 71
45	4 27	153 77	9 75	50 00	20 50	80 25	73 52
46	184 34	303 59	13 85	.....	97 90	111 75	191 84
47	107 38	150 88	7 35	52 75	36 30	96 40	54 48
48	135 76	210 76	11 50	.....	47 55	59 05	151 71
49	14 41	81 66	8 80	.....	64 50	73 30	8 36

TEACHERS'

FINANCIAL

Name of Institute—Concluded	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		$ c.	$ c.	$ c.
50 Ontario, South	116	50 00	50 00	27 75
51 Oxford	217	75 00	75 00	37 50
52 Parry Sound, East	49	.....	.....	.....
53 Parry Sound, West	44	50 00	.....	11 00
54 Peel	104	.....	.....	104 00
55 Perth and Stratford	210	75 00	75 00	105 00
56 Peterborough	109	50 00	50 00	48 50
57 Prescott and Russell	129	75 00	75 00	20 75
58 Prince Edward	101	50 00	50 00	19 75
59 Rainy River	45	50 00	.....	22 50
60 Renfrew, North	101	50 00	50 00	24 50
61 Renfrew, South	139	50 00	50 00	26 25
62 Simcoe, East	133	50 00	50 00	30 50
63 Simcoe, North	132	50 00	100 00	.....
64 Simcoe, South-West	122	50 00	50 00	28 00
65 Stormont	137	50 00	50 00	13 50
66 Sudbury	90	50 00	.....	.....
67 Thunder Bay	210	50 00	150 00	.....
68 Timiskaming	127	50 00	.....	61 00
69 Victoria	144	.....	.....	67 50
70 Waterloo	290	100 00	100 00	73 75
71 Welland	142	50 00	50 00	33 00
72 Wellington, North	101	50 00	50 00	24 25
73 Wellington, South	133	50 00	50 00	.....
74 Wentworth	128	.....	50 00	62 00
75 York, East	121	50 00	25 00	133 75
76 York, North	91	50 00	100 00	23 00
77 York, West	130	50 00	100 00	32 00
78 Ontario Educational Association*	900	1,400 00	.....	450 85
Cities				
79 Brantford	84	25 00	50 00	.....
80 Guelph	50	25 00	25 00	.....
81 Hamilton	390	100 00	100 00	179 50
82 Kingston	65	25 00	25 00	18 00
83 London	244	75 00	75 00	67 50
84 Ottawa	377	75 00	100 00	138 00
85 Peterborough	93	25 00	25 00	46 50
86 St. Catharines and Niagara Falls	83	50 00	50 00	20 75
87 Toronto, District No. 1	232	57 00	.....	.....
88 " " " 2	226	126 00	.....	56 75
89 " " " 3	213	53 25	.....	52 75
90 " " " 4	222	.....	.....	147 58
91 " " " 5	241	.....	.....	.....
92 " " " 6	230	58 50	.....	54 75
93 " " " 7	209	55 25	.....	56 50
94 Windsor and Walkerville	102	50 00	50 00	26 00
Totals, 1917	12,460	5,475 00	3,701 62	3,821 23
Totals, 1916	12,729	5,875 00	3,596 31	3,107 97
Increases ..	.....	.....	105 31	713 26
Decreases	269	400 00	.....	.....

* Statement for 1917-1918

INSTITUTES—Concluded

STATEMENT—Concluded

	Receipts—Continued		Expenditure				
	Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
50	205 30	333 05	9 23	34 50	63 42	107 15	225 90
51	220 77	408 27	12 35	40 00	79 73	132 08	276 19
52	90 15	90 15	9 25	.....	21 12	30 37	59 78
53	41 04	102 04	2 64	25 00	15 00	42 64	59 40
54	206 36	310 36	6 72	.....	127 89	134 61	175 75
55	254 09	509 09	15 03	.....	236 30	251 33	257 76
56	94 67	243 17	28 32	15 00	46 55	89 87	153 30
57	216 65	387 40	17 17	20 00	39 60	76 77	310 63
58	180 31	300 06	18 96	52 27	51 00	122 23	177 83
59	110 90	183 40	15 50	.....	82 00	97 50	85 90
60	157 84	282 34	16 84	26 00	91 30	134 14	148 20
61	42 95	169 20	8 40	80 00	28 85	117 25	51 95
62	173 23	303 73	13 12	33 50	70 90	117 52	186 21
63	68 78	218 78	16 55	.....	76 35	92 90	125 88
64	81 44	209 44	7 35	121 00	39 15	167 50	41 94
65	113 07	226 57	24 87	77 50	97 43	199 80	26 77
66	40 87	90 87	12 75	.....	26 70	39 45	51 42
67	72 70	272 70	18 75	.....	110 05	128 80	143 90
68	103 04	214 04	23 39	.....	103 65	127 04	87 00
69	113 29	180 79	5 18	.....	40 00	45 18	135 61
70	198 41	472 16	37 71	10 50	219 70	267 91	204 25
71	278 71	411 71	20 35	54 48	118 95	193 78	217 93
72	215 60	339 85	14 14	114 41	47 05	175 60	164 25
73	176 47	276 47	7 30	.....	42 70	50 00	226 47
74	102 04	214 04	43 60	66 69	103 75	214 04	.....
75	152 64	361 39	52 79	112 70	55 46	220 95	140 44
76	147 84	320 84	53 80	54 12	45 52	153 44	167 40
77	260 55	442 55	86 82	83 10	51 50	221 42	221 13
78	1,135 50	2,986 35	1,254 10	.....	753 35	2,007 45	978 90
79	43 52	118 52	85	29 30	49 33	79 48	39 04
80	56 80	106 80	25	48 00	20 95	69 20	37 60
81	383 59	763 09	15 10	209 50	247 30	471 90	291 19
82	52 01	120 01	8 90	24 15	40 75	73 80	46 21
83	153 57	371 07	19 33	.....	126 00	145 33	225 74
84	758 62	1,071 62	108 50	45 00	583 25	736 75	334 87
85	67 70	164 20	7 75	47 20	45 00	99 95	64 25
86	83 63	204 38	7 03	31 80	31 00	69 83	134 55
87	144 97	201 97	20 68	.....	55 10	75 68	126 19
88	83 52	266 27	12 74	47 85	71 45	132 04	134 23
89	136 36	242 36	15 84	.....	70 00	85 84	156 52
90	.....	147 58	18 89	30 00	50 35	99 24	48 34
91	149 90	149 90	31 30	.....	50 00	81 30	68 60
92	150 23	263 48	18 39	.....	25 00	43 39	220 09
93	141 47	253 22	39 45	.....	65 85	105 30	147 92
94	60 64	186 64	11 00	.....	83 85	94 85	91 79
	14,714 16	27,712 01	2,966 49	3,173 12	7,837 59	13,977 20	13,734 81
	19,268 45	31,847 73	2,353 74	3,314 52	14,801 18	20,469 44	11,378 29
	.....	.....	612 75	.....	.....	.....	2,356 52
	4,554 29	4,135 72	.....	141 40	6,963 59	6,492 24	.....

APPEN-

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given.)		Post Office
Algoma	1	1	McDonald	Echo Bay
	2	1	St. Joseph	Richard's Landing
	3	1	Aberdeen	Ophir
	4	1	Laird	Laird
Brant and Norfolk (in part)	5	8	Burford	Burford
Bruce, East	6		Mildmay	Mildmay
Bruce, West	7		Tiverton	Tiverton
Dundas	8	6	Mountain	Inkerman
	9	22	Mountain	Mountain Station
	10	4	Winchester	Ormond
Elgin, East	11	1	Southwold	Fingal
	12	8	Southwold	Shedden, R.R No. 3,
Elgin, West	13	10	Dunwich	Campbellton
	14	10	Aldboro'	Clachan
Essex	15		Kingsville	Kingsville
Grey, East	16	U12	Artemesia & Glenelg	Priceville
	17	3	Euphrasia	Kimberley
Haliburton	18	1	Anson	Minden
Halton and Wentworth (in part)	19	U9	W. Flamboro & Beverly	Dundas, R.R. No. 4.
Hastings. N. and Parry Sound, E	20		South River	South River
	21		Trout Creek	Trout Creek
	22		Sundridge	Sundridge
Hastings Centre	23		Marmora	Marmora
Huron East	24	7	Howick	Gorrie
	25	17	Howick	Fordwich
Huron, West	26		Hensall	Hensall
	27	7	Hay	Zurich
	28	5	Stephen	Crediton
	29	U16	Stephen	Dashwood
	30	8	Ashfield	Dungannon
	31	6	Usborne	Woodham, R.R. No. 1
	32		Bayfield	Bayfield
	33	4	West Wawanosh	Lucknow, R.R. No. 2
	34	3	Ashfield	Lucknow, R.R. No. 7
Kent, East	35	3 and 4	Orford	Duart
Kent, West	36		Wheatley	Wheatley

DIX K

1917-1918

Name of Principal and Degree	Professional Certificate	Annual Salary, 1918	Pupils: No. of Pupils	Pupils: Average Daily Attendance	Grade of Fifth Class: A	Grade of Fifth Class: B	Grade of Fifth Class: C	Total Value of Approved Equipment	Legislative Grant
		$						$ c.	$ c.
1 H. R. Ponting	II	750	6	4	....	1	....	221 74	174 34
2 Pearl Walsh	II	900	8	6	1	....	....	336 00	287 20
3 Nina McLeod	II	615	3	2	....	....	1	138 03	81 34
4 Mona Hollingsworth	II	600	3	3	....	....	1	190 01	88 00
5 John Henry	II	1,000	5	2	1	....	....	489 00	152 70
6 John Thos. Kidd	II	1,025	8	4	1	....	....	293 25	139 32
7 Maud Alexander	II	750	4	2	....	1	....	225 68	122 56
8 J. C. Fetterly	II	700	5	4	....	1	....	242 91	89 29
9 Pearl MacPherson	I	750	5	4	1	....	....	509 14	155 92
10 Lena D. MacLean	II	750	6	5	1	....	....	347 13	118 63
11 Libbie MacLennan	II	725	4	3	....	....	1	202 05	73 32
12 Mary MacNish	II	615	5	3	....	....	1	200 41	65 66
13 Winnifred Poole	II	650	5	4	....	....	1	170 45	48 29
14 Maria McLean	II	650	4	3	....	1	....	571 12	91 25
15 Wm. J. Elliott	I	1,400	9	4	1	....	....	365 49	201 54
16 Eleanor Smith	I	750	10	6	1	....	....	210 00	105 37
17 Marjorie Cook	I	725	6	3	....	1	....	218 75	84 99
18 Wilmur Macarthur	II	750	4	3	....	....	1	256 36	79 63
19 Percy W. Hoag	I	750	13	9	....	1	....	217 35	86 73
20 S. G. Gilleland	I	950	6	5	1	....	....	284 33	386 88
21 Robert Ingram	II	800	4	2	....	1	....	202 37	240 46
22 J. H. Stubbs	II	800	13	8	1	....	....	251 99	306 64
23 Charles S. Haig	II	975	6	5	1	....	....	94 17	149 47
24 Viola Isard	I	800	8	7	....	1	....	210 33	111 03
25 Geo. H. Jefferson	II	825	3	3	....	1	....	209 32	85 93
26 Wm. Mackay	II	1,000	8	5	1	....	....	262 55	166 25
27 Nelson E. Dahms	II	900	15	13	1	....	....	278 24	137 82
28 Lulu O. Gaiser, B.A	I	850	8	5	1	....	....	387 67	173 76
29 Geo. S. Howard	II	1,000	7	3	1	....	....	352 50	145 25
30 Fred Ross	II	875	7	3	1	....	....	220 20	132 02
31 Nellie Medd	II	675	14	11	1	....	....	191 73	87 92
32 Murdena Geddes	I	700	8	5	....	1	....	252 71	145 27
33 Norman Garrett	I	700	8	3	....	1	....	213 07	81 30
34 Edna Kentland	II	650	4	3	....	....	1	175 00	*107 50
35 Annie M. Blue	II	700	5	4	....	1	....	273 45	85 72
36 Jean McLean	II	725	11	7	1	....	....	568 03	156 21

*Two years' grants.

FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools, the section number and the name of the township are given)	Post Office
Lambton, East	37	1 Euphemia	Florence, R.R. No. 2
	38	5 Euphemia	Florence
	39	8 Enniskillen	Oil City
Lambton, West	40	Courtright	Courtright
	41	11 Moore	Brigden
Lincoln and Pelham Tp	42	*2 Louth	Jordan Station
	43	4 Louth	Jordan
	44	U4 Louth	Jordan
	45	9 Pelham	Fenwick
Middlesex, West	46	†15 Caradoc	Mount Brydges
Northumberland and Durham No. 1	47	18 Darlington	Tyrone
Northumberland and Durham, No. 3	48	U16 and 18 Murray and Brighton	Wooler
Ontario, N. and Parry Sound, N.E.	49	13 Brock	Sunderland
	50	U 4 Brock	Manilla
	51	5 Scott	Zephyr
	52	1 Nipissing	Nipissing
	53	U 4 N. Himsworth & Ferris.	Callander
	54	1 McConkey & Wilson	Loring
Ontario, South	55	4 Pickering (West)	Pickering
Oxford, North	56	10 E. Zorra	Innerkip
Oxford, South	57	12 Dereham	Brownsville
Parry Sound, South	58	U 1 Chapman and Croft	Magnetawan
	59	7 Humphrey	Rosseau
	60	Kearney	Kearney
	61	1 McKellar	McKellar
	62	U 1 McMurrich and Ryerson	Sprucedale
Peel	63	Bolton	Bolton
	64	Port Credit	Port Credit
Perth, North	65	Milverton	Milverton
	66	U6 Logan	Monkton
Prescott and Russell	67	2 Cumberland	Vars
	68	5 Cumberland	Cumberland
	69	L'Orignal	L'Orignal
	70	1 Plantagenet South	Riceville
Rainy River and Thunder Bay East	71	Rainy River	Rainy River
	72	5 Lash	Emo
	73	1 Schreiber	Schreiber
Renfrew, North	74	6 Ross	Forester's Falls
	75	7 Westmeath	Beachburg
Simcoe, East	76	Victoria Harbour	Victoria Harbour
	77	12 Tay	Waubaushene

*Opened January, 1918. †Continuation School from January, 1918.

1917-1918—Continued

Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Legislative Grant
Name of Principal and Degree	Professional Certificate	Annual Salary, 1918	No. of Pupils	Average Daily Attendance	A	B	C		
		$						$ c.	$ c.
37 Evelyn Long	II	675	5	4	....	....	1	149 90	57 49
38 A. Archibald	I	800	17	14	1	....	....	224 11	116 17
39 Vera Thompson	II	625	3	2	....	....	1	102 10	35 21
40 John H. Young	II	775	6	5	....	1	....	224 01	122 40
41 Wm. E. Jarrott	II	1,000	23	13	1	....	....	365 77	145 06
42 Nora McLean	I	800	3	2	....	....	1	208 00	75 80
43 Annie Card	I	700	7	4	....	....	1	168 77	91 77
44 Annie R. Fry	II	625	5	2	....	....	1	229 89	54 23
45 Edward W. Farr	II	1,000	6	3	....	....	1	230 08	78 00
46 Abbie Bole, B.A.	H. S. As't	750	19	17	1	....	....	244 23	48 52
47 Margaret R. Squair	I	650	4	3	....	1	....	137 00	61 20
48 Harold E. Welsh	I	900	10	8	....	1	....	271 99	92 19
49 Edith M. Harvey	II	700	3	2	....	1	....	206 58	80 65
50 Belle Shannon	II	700	3	2	....	1	....	190 53	79 05
51 Julius Rynard	II	900	4	2	....	1	....	211 03	86 11
52 Harold M. Jackson	II	700	5	4	....	1	....	223 05	164 60
53 Mary B. Searson	II	750	7	5	1	....	....	129 85	225 84
54 Clarence M. Ross	II	700	3	2	....	1	....	188 01	157 60
55 Eli Wilson, B.A.	II	750	11	6	1	....	....	292 61	141 76
56 Donta P. Ashworth	II	750	5	3	....	1	....	360 61	101 06
57 Miss M. V. Hopkins	I	750	8	5	1	....	....	345 68	125 18
58 Godfrey Grunig	II	965	4	2	....	1	....	273 43	184 68
59 Mary Jane Graham	II	800	7	5	....	1	....	204 91	170 98
60 Mrs. Mary Dipsam	II	715	7	4	....	1	....	235 05	240 74
61 Mary Vallentyne	II	700	2	2	1	....	....	251 25	200 24
62 Mary V. McDougall, B.A.	I	800	3	2	....	1	....	143 50	208 70
63 Jessie Kelso	I	900	24	19	1	....	....	294 65	169 46
64 G. R. Thompson	II	1,150	12	10	1	....	....	277 98	163 67
55 Wm. R. Burnett	II	975	12	9	1	....	....	373 70	174 02
56 Wm. G. Hammond	I	775	10	5	....	1	....	224 80	87 48
67 Bella J. Gowan	I	750	10	7	1	....	....	214 93	133 99
68 Florence M. Bowland	I	850	16	12	1	....	....	204 25	151 67
69 Rosa Perras	II	500	6	3	1	....	....	129 42	62 94
70 Bessie C. Aylesworth	I	700	4	2	....	1	....	206 12	80 61
71 Persie C. Meadows, B.A.	1	1,200	13	9	1	....	....	247 55	379 50
72 Ruby H. Strachan	II	900	7	5	1	....	....	225 94	265 18
73 Geo. A. Evans	III	1,400	16	11	1	....	....	258 52	271 70
74 Mrs. Roy Pounder	II	900	5	3	....	1	....	258 31	90 83
75 J. W. Whittington	II	1,000	15	11	....	1	....	326 33	97 37
76 John A. Gillespie	II	1,075	16	13	1	....	....	226 98	162 69
77 Alex. Firth	II	1,200	10	4	1	....	....	209 25	130 92

FIFTH CLASSES

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Simcoe, North	78	3 Nottawasaga	Duntroon
	79	6 Flos	Phelpston
Sudbury, etc	80	Cache Bay	Cache Bay
	81	2 Denison & Drury	Worthington
	82	1 Wallbridge	Byng Inlet
Victoria, East	83	3 Somerville and Galway	Kinmount
Victoria, West	84	8 Eldon	Kirkfield
Waterloo, South	85	Hespeler	Hespeler
Waterloo, North	86	16 Wellesley	Wellesley
Welland	87	9 Bertie	Stevensville
Wellington, South	88	Consolidated School	O.A.C., Guelph
	89	6 Erin	Hillsburg
Wentworth	90	5 Ancaster	Ancaster
	91	3 Barton	Upper Hamilton
	92	3 Saltfleet	Stony Creek
York, North	93	12 Whitchurch	Bethesda
	94	11 King	Kettleby
	95	23 King	King
York, West	96	Mimico	Mimico
	97	Woodbridge	Woodbridge
R. C. Separate Schools—			
Inspector Finn	98	7 Bromley	Douglas
	99	Killaloe	Killaloe
	100	Mattawa	Mattawa
Inspector Jones	101	16 Cornwall	St. Andrews, West
Inspector Lee	102	6 Ellice and Logan	Sebringville, R.R. No. 1,
	103	U2 Hibbert, McKillop and Logan	Dublin
	104	2 Ashfield	Goderich, R.R. No. 3
Inspector Bennett	105	1 Brougham	Ashdad, R.R. No. 1
Inspector Sullivan	106	7 Sandwich, S	Maidstone, R.R. No. 1

1917-1918—Concluded

Name of Principal and Degree	Teachers: Professional Certificate	Teachers: Annual Salary, 1918	Pupils: No. of Pupils	Pupils: Average Daily Attendance	Grade of Fifth Class: A	Grade of Fifth Class: B	Grade of Fifth Class: C	Total Value of Approved Equipment	Legislative Grant
		$						$ c.	$ c.
78 Emma Williams	II	700	3	2	....	1	....	142 00	74 20
79 John Hall	II	750	3	2	....	....	1	208 00	75 84
80 Adam L. Hartimer	II	1,000	10	8	....	1	....	152 00	230 40
81 James E. Bevens	II	1,200	3	3	....	....	1	105 00	131 00
82 Angus W. Cameron	II	1,100	4	3	....	1	....	259 00	181 80
83 Fred. McEwan	II	900	8	7	1	....	....	80 94	122 61
84 Margaret Urquhart	II	700	3	2	....	1	....	241 12	80 43
85 James D. Ramsay	II	1,500	7	3	1	....	....	362 13	165 06
86 Helen MacGregor	II	775	6	4	....	1	....	227 00	73 32
87 Irene F. Foster	I	900	13	12	....	1	....	239 58	113 95
88 J. A. Macdonald	I	1,250	4	2	1	....	....	352 00	144 00
89 R. R. MacKay	II	850	4	3	....	1	....	219 00	86 90
90 Robert A. Riddell	II	1,000	6	5	1	....	....	239 83	133 98
91 Archibald McVicar, B.A	II	1,200	6	2	....	1	....	323 40	95 19
92 Robert Lloyd Hyslop	II	950	5	4	1	....	....	256 00	135 60
93 Isaac Pike	II	770	7	3	....	....	1	229 85	77 98
94 Frances L. Clunas	II	725	3	2	....	....	1	202 95	73 61
95 Walter Rolling	II	750	3	2	....	....	1	220 84	77 08
96 Jno. W. English, B.A	I	2,300	23	18	1	....	....	233 33	188 33
97 Geo. W. Shore	II	1,000	8	7	1	....	....	261 10	166 11
98 Sr. M. Margaret	I	700	43	33	1	....	....	497 60	352 82
99 Sr. M. Nativity	II	400	15	12	1	....	....	149 31	96 06
100 Sr. St. André Corsini	II	650	3	2	1	....	....	399 51	720 77
101 Sr. St. Agnes of Poitiers	II	500	9	6	....	1	....	516 08	208 89
102 Sr. M. Madeleine (Stella McDonald)	II	630	6	4	....	1	....	367 74	191 65
103 Sr. M. Dolores (Elizabeth McIntyre)	I	1,000	36	31	1	....	....	509 17	482 01
104 Sr. M. Eugenia	II	600	3	2	....	1	....	545 70	214 44
105 Sr. Rachel (Rachel Whelan)	II	600	14	13	1	....	....	223 89	199 04
106 Miss N. L. Moynihan	II	700	4	2	....	....	1	226 45	173 96
Totals, 1917-1918	.....	*841	866	611	47	40	19	27,313 92	†15,579 80
Totals, 1916-1917	.....	*800	833	597	45	48	9	24,689 70	13,992 16
Increases	.....	41	33	14	2	....	10	2,624 22	1,587 64
Decrease	.....	.....	.....	.....	....	8	....	.....	.....

* Average salary.

† In addition there was paid on equipment, the sum of $293.55 to schools that did not qualify as Fifth Classes in 1917-1918.

APPENDIX L

RURAL SCHOOL LIBRARIES, OCT. 1st, 1917, TO OCT. 1st, 1918

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended by such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		$ c.	$ c.		
Algoma	4	77 78	40 00	50	2
Brant, and Norfolk in part	7	142 37	70 00	78	.....
Bruce, East	4	43 14	40 00	85	.....
Bruce, West	36	527 40	360 00	83	.....
Carleton East	11	130 78	110 00	83	.....
Carleton West and Lanark East	7	91 91	70 00	79	.....
Dufferin	13	140 47	130 00	92	.....
Dundas	19	274 75	190 00	74	.....
Elgin, East	13	153 59	130 00	75	.....
Elgin, West	.....	.....	.....	29	.....
Essex	17	224 61	170 00	94	1
Frontenac, North, and Addington	20	228 98	200 00	75	1
Frontenac, South	3	39 50	30 00	95	.....
Glengarry	2	23 17	20 00	76	.....
Grey, East	3	34 05	30 00	81	.....
Grey, South	2	29 58	20 00	66	.....
Grey, West	2	20 11	20 00	72	.....
Haldimand	19	276 60	190 00	73	2
Haliburton	1	11 10	10 00	66	.....
Halton, and Wentworth in part	12	152 83	120 00	68	.....
Hastings, Centre	15	177 22	150 00	73	.....
Hastings, North, South Nipissing and N. W. Parry Sound	22	308 62	220 00	87	.....
Hastings, South	7	94 60	70 00	50	.....
Huron, East	8	106 76	80 00	84	.....
Huron, West	4	44 57	40 00	99	.....
Kenora and Thunder Bay West	.....	.....	.....	36	.....
Kent, East	23	345 19	230 00	70	1
Kent, West	12	140 94	120 00	63	.....
Lambton, East	14	151 62	140 00	85	.....
Lambton, West	13	156 77	130 00	81	.....
Lanark, West	11	130 57	110 00	67	.....
Leeds and Grenville, No. 1	3	33 00	30 00	75	.....
Leeds and Grenville, No. 2	48	516 64	480 00	84	1
Leeds and Grenville, No. 3	.....	.....	.....	64	.....
Lennox	.....	.....	.....	82	.....
Lincoln and Pelham Tp	33	541 62	330 00	77	.....
Manitoulin, etc	9	98 98	90 00	62	2
Middlesex, East	13	142 84	130 00	102	.....
Middlesex, West	2	23 54	20 00	81	.....
Muskoka, South and West	9	100 38	90 00	83	1
Norfolk	4	47 81	40 00	82	.....
Northumberland and Durham, No 1.	18	193 97	180 00	63	.....
Northumberland and Durham, No. 2.	5	51 73	50 00	72	1
Northumberland and Durham, No. 3.	5	73 65	50 00	65	.....
Ontario N., and Parry Sound, N. E.	6	107 34	60 00	72	.....
Ontario, South	6	103 73	60 00	64	.....
Oxford, North	10	129 14	100 00	58	.....
Oxford, South	5	56 25	50 00	48	.....
Parry Sound, South	2	35 70	20 00	74	.....
Peel	2	20 10	20 00	74	.....
Perth, North	3	32 11	30 00	68	.....
Perth, South	2	24 45	20 00	44	.....
Peterborough, East	7	73 00	70 00	71	.....
Peterborough, West, and Victoria, E.	12	154 92	130 00	59	.....
Prescott and Russell	7	93 02	70 00	84	.....

RURAL SCHOOL LIBRARIES, OCT. 1st, 1917, TO OCT. 1st, 1918.—Concluded

Inspectorate	No. of schools purchasing books to the amount of $10.00 during the year	Total amount expended by such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		$ c.	$ c.		
Prince Edward	19	208 82	190 00	76	2
Rainy River and Thunder Bay E.	.....	.....	.....	25	.....
Renfrew, North	5	77 43	50 00	74	.....
Renfrew, South	5	60 04	50 00	81	.....
Simcoe, East	.....	.....	.....	47	.....
Simcoe, North	7	99 50	70 00	59	.....
Simcoe, South West	1	10 06	10 00	90	.....
Stormont	.....	.....	.....	75	.....
Sudbury, North Nipissing, etc	11	256 00	110 00	45	3
Timiskaming	8	141 35	80 00	69	2
Victoria, West	6	63 04	60 00	72	.....
Waterloo, North, No. 1	1	10 00	10 00	40	.....
Waterloo, South, No. 2	7	110 89	70 00	42	.....
Welland	11	125 54	110 00	62	.....
Wellington, North	4	49 90	40 00	60	.....
Wellington, South	11	161 90	110 00	68	.....
Wentworth	35	480 41	350 00	64	.....
York, East	6	71 36	60 00	52	.....
York, North	35	372 40	350 00	65	.....
York, West	11	136 90	110 00	42	.....
R. C. Separate Schools:					
Inspector Bennett	26	294 83	194 88	48	.....
" Finn	9	137 15	82 44	13	2
" Gratton	.....	.....	.....	27	.....
" Jones	4	70 91	35 51	17	1
" Lee	36	437 34	285 40	45	.....
" Payment	.....	.....	.....	2	.....
" Sullivan	7	72 67	48 69	18	.....
" Walsh	1	197 00	10 00	6	.....
Totals, 1917-1918	801	10,578 94	7,846 92	5,381	22
Totals, 1916-1917	902	12,491 84	8,360 52	5,292	46
Increase	.....	.....	.....	89	.....
Decreases	101	1,912 90	513 60	.....	24

APPENDIX M

CADET CORPS, 1918

Collegiate Institutes, High, Public and Separate Schools having Cadet Corps with at least twenty members between the ages of 14 and 18 years in the case of Public and Separate Schools, and between 16 and 18 years in other cases.

Collegiate Institutes: Barrie, Brantford, Brockville, Chatham, Clinton, Cobourg, Collingwood, Fort William, Galt, Goderich, Guelph, Hamilton, Ingersoll, Kingston, Kitchener-Waterloo, London, Morrisburg, Napanee, Niagara Falls, North Bay, Orillia, Ottawa, Owen Sound, Perth, Peterborough, Picton, Port Arthur, Renfrew, St. Catharines, St. Mary's, St. Thomas, Sarnia, Seaforth, Smith's Falls, Stratford, Strathroy, Toronto (Harbord, Humberside, Jarvis, Malvern, Oakwood, Parkdale, Riverdale), Vankleek Hill, Windsor, and Woodstock. Total, 46.

High Schools: Alexandria, Athens, Aurora, Belleville, Carleton Place, Cornwall, Dutton, Essex, Harriston, Iroquois, Leamington, Listowel, Lucan, Meaford, Orangeville, Oshawa, Pembroke, Port Hope, Ridgetown, Sault Ste. Marie, Sydenham, Tillsonburg, Toronto (Commerce, North, and Technical), Trenton, Walkerton, Wiarton, Winchester, and Wingham. Total, 30.

Public Schools: Belleville (2), Blenheim, Brantford, Chatham, Dundas, Dunnville, Guelph (2), Hamilton (13), Kingston, London (2), Niagara Falls, North Bay, Orangeville, Ottawa (14), Paris, Peterborough (2), Port Arthur, Port Hope, St. Thomas, Sault Ste. Marie (2), Stratford (2), and Toronto (38). Total, 90.

R. C. Separate Schools: Kingston and Toronto. Total, 2.

Total number of Cadet Corps, 168.

APPENDIX N

SUPERANNUATED TEACHERS

(Ryerson Superannuation Scheme)

Summary for Years 1882-1918

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers or to the Estates of Teachers
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1902	407	64,244 92	1,073 50	722 78
1907	375	63,018 55	766 00	764 54
1912	297	*52,696 90	*504 65	*443 01
1915	274	*51,927 75	*560 35	*219 05
1916	266	*50,909 50	*464 52	*220 12
1917	245	*48,232 00	*353 60	*810 92
1918	221	*48,421 50	*29 00	*816 53

Two teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1918.

No new names were added to the list of Superannuated Teachers in 1918.

*For fiscal year ending 31st October.

APPENDIX O

FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

Financial Statement for the Year Ended 30th June, 1918

Receipts

Provincial Grant:		
Received on account thereof during financial year	$6,000 00	
Balance for 1917-18 still due on 30th June	9,000 00	
		$15,000 00
Fees:		
Teachers in training	$6,957 00	
Pupils in University Schools	24,628 00	
		31,585 00
		$46,585 00

Expenditure

1. *Salaries.*

	Payment to Officer.	Superannuation reservations under 7 Geo. V, Cap. 58.
Professors, each 12 mos. to 30th June:		
W. Pakenham, History and Science of Education (also Dean of Faculty), at $4,000.00	$3,876 25	$123 75
H. J. Crawford, Methods in Classics, also Headmaster of Schools, at $3,400.00	3,294 38	105 62
P. Sandiford, Associate Professor, 12 mos. to 30th June, at $3,200.00	3,100 63	99 37
Assistant Professors in Methods, also Chief Instructors, Schools, each 12 mos. to 30th June:		
G. A. Cornish, Science, at $2,700.00	2,616 25	83 75
J. T. Crawford, Mathematics, at $2,700.00	2,616 25	83 75
Lecturers in Methods, also Chief Instructors, Schools, each 12 mos. to 30th June:		
G. M. Jones, English and History, at $2,700.00	2,616 25	83 75
W. C. Ferguson, French and German, at $2,600.00	2,519 38	80 62
F. E. Coombs, Elementary Subjects, at $2,600.00	2,519 38	80 62
S. W. Perry, Art and Commercial Work, at $2,400.00	2,325 63	74 37
Instructors in Faculty and Assistant Instructors, Schools, each 12 mos. to 30th June:		
A. N. Scarrow, Constructive Work and Manual Training, at $2,100.00	2,035 00	65 00
G. N. Bramfitt, Music, at $2,000 (war service, half pay) ..	969 06	30 94
Assistant Instructors, University School:		
T. M. Porter, 12 mos to 30th June, at $2,400.00	2,325 63	74 37
H. A. Grainger, 12 mos. to 30th June, at $2,400.00	2,325 63	74 37
J. A. Irwin, 12 mos. to 30th June, at $2,300.00	2,228 75	71 25
J. O. Carlisle, 12 mos. to 30th June, at $2,200.00	2,131 88	68 12
J. G. Workman, 12 mos. to 30th June, at $2,200.00	2,131 88	68 12
W. J. Dunlop, 12 mos. to 30th June, at $2,100.00	2,035 00	65 00
H. G. Manning, at $2,000.00 (war service, half pay)	967 88	32 12
F. Halbus, substitute for Manning, salary for 10 teaching months at $160 per month	1,548 75	51 25
G. A. Cline, at $2,000.00 (war service, half pay)	967 88	32 12
Substitute for Cline:		
G. A. Ballantyne, 3 mos. to 30th Nov., at $170.00 per mo. (resigned)	497 25	12 75
F. Phillips, 10 days at $5 per day	50 00	.....
J. G. Adams, 6 mos. from 1st January, at $180.00 per mo.	1,053 00	27 00
W. L. C. Richardson, 12 mos. to 30th June, at $2,000.00 ..	1,938 13	61 87

1. *Salaries.*—Continued.

	Payment to Officer.	Superannuation reservations under 7 Geo. V, Cap. 58
H. B. Kilgour, substitute for Bramfitt, salary for 10 teaching months at $150.00 per month	1,462 50	37 50
N. L. Murch, 12 mos. salary (ten payments), at $1,900.00	1,839 00	61 00
D. E. Hamilton, 12 mos. to 30th June, at $1,800.00	1,744 38	55 62
E. L. Daniher, 12 mos. salary (10 payments), at $1,700.00	1,645 50	54 50
W. J. Lougheed, 12 mos. salary (10 payments), at $2,400.00	2,340 00	60 00
W. H. Williams, 12 mos. salary (10 payments), at $2,300.00	2,242 50	57 50
Special Instructor in Music (Sessional):		
A. T. Cringan, at $400.00	390 00	10 00
Special Instructors (Sessional):		
Miss L. L. Ockley, Household Science	100 00	.....
Miss I. Sutherland, Household Science	100 00	.....
Miss E. Robertson, Sewing	100 00	.....
Supervisors of Practice-teaching (Sessional):		
J. Jeffries, High Schools	100 00	.....
N. Macdonald, Public Schools	100 00	.....
Miss L. Swinarton, Stenographer in Dean's Office, 12 mos. to 30th June	800 00	.....
Miss G. Cotter, Assistant Clerk, 12 mos. to 30th June	650 00	.....
	$62,304 00	$1,886 00
		62,304 00
		$64,190 00

2. *Education and Building Department.*

(*a*) Maintenance of Building:		
Fuel	$2,395 02	
Light	619 29	
Water	203 04	
Caretaker's supplies	360 50	
Cleaning	1,629 83	
Repairs and renewals	1,072 00	
Engineer and cartaker, S. Hunter, 12 mos. to 30th June	1,200 00	
Firemen at $65.00 per month:		
Chas Fly, 4½ months	292 50	
G. Maitland, 2 months, 4 days	138 66	
S. Green, 1 month, 6½ days	76 91	
Messengers at $4.00 to $6.00 per week	205 88	
		$8,193 63
(*b*) Maintenance of Department:		
Payment to City Board of Education for use of schools, 24 rooms at $150.00 a room	$3,600 00	
Clerical and laboratory assistance	487 32	
Office expenses, printing, postage, class-room supplies and apparatus, and sundries	3,493 26	
		$7,580 58
(*c*) Education Building Annex:		
Alterations	$6,698 63	
Furnishings and equipment	1,775 91	
Maintenance	1,428 19	
		$9,902 73
		$89,866 94

NOTE.—in the above statement no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as Library, Examination, etc.

Certified correct,
F. A. MOURÉ, *Bursar.*

Toronto, 7th January, 1919.

II. UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

Financial Statement for the Year ending 31st December 1918

Receipts

Surplus from 1917	$42 78
Fees	1,813 00
Ontario Government	6,000 00
Overdraft, 1918	8,319 03
	$16,174 81

Expenditure

Salaries:		
Dean Coleman	$3,600 00	
Prof. W. E. Macpherson	2,941 66	
Willa Atkins	520 00	
Arts Professors	940 00	
Jean McCallum	15 00	
J. Macdonald	20 00	
Alice King	100 00	
Victoria Wiltshire	50 00	
		$8,186 66
Board of Education, as per agreement		$6,725 00
Travelling Expenses:		
Dean Coleman	$140 00	
Geo. Y. Chown	20 00	
D. Whyte	12 00	
		172 00
Presiding Examiners		158 15
Printing and Stationery:		
Hanson & Crozier	$1 60	
Wormwith Co.	43 50	
M. Kirkpatrick	2 15	
Jackson Press	216 10	
R. Uglow & Co.	19 94	
J. A. Stokes	3 20	
Stamps	75 00	
		361 49
Advertising, Queen's University, share		250 00
Library, Miss L. Saunders		150 00
Office Furniture and Equipment:		
United Typewriter Co.	$100 00	
R. J. Lindsay	30 25	
		130 25
Sundries:		
Bell Telephone Co.	$39 00	
Express and telegrams	2 26	
		41 26
		$16,174 81

Audited and found correct,

December 31st, 1918.

R. Easton Burns,
Chartered Accountant.

APPENDIX P

LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Algoma District in part; Cockburn Island; City of Sault Ste. Marie; Towns of Bruce Mines, Steelton, Thessalon	L. A. Green, B.A.	Sault Ste. Marie.
Brant County and Norfolk in part; Town of Paris; Village of Waterford; (Joint Inspectorate)	T. W. Standing, B.A.	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Lion's Head, Mildmay, Tara	John McCool, M.A.	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton	W. F. Bald, B.A., LL.B.	Port Elgin.
Carleton, East; Town of Eastview	Thos. Jamieson, B.A.	Ottawa, 115 Strathcona Ave.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate)	Willis C. Froats, M.A., B.Pæd.	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	W. R. Liddy, B.A.	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	H. B. Fetterly, M.A.	Winchester.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna	J. C. Smith, B.A.	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate)	John A. Taylor, B.A.	St. Thomas.
Essex; Towns of Amherstburg, Essex, Ford, Kingsville, Leamington	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
Frontenac, South; Villages of Garden Island, Portsmouth	S. A. Truscott, M.A.	Kingston.
Frontenac, North; and Addington (Joint Inspectorate)	M. R. Reid, M.A.	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	J. W. Crewson, B.A.	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton	Samuel Huff, B.A.	Meaford.
Grey, West; Town of Owen Sound; Villages of Chatsworth, Shallow Lake	H. H. Burgess, B.A.	Owen Sound.
Grey, South; Towns of Durham, Hanover, Villages of Dundalk, Markdale, Neustadt	Robert Wright, B.A.	Hanover.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis	J. L. Mitchener, B.A.	Caledonia.
Haliburton and Muskoka East; Town of Huntsville (Joint Inspectorate)	R. O. White	North Bay.
Halton and Wentworth in part; Towns of Burlington, Milton, Oakville; Villages of Acton, Georgetown (Joint Inspectorate)	James M. Denyes, B.A.	Milton.
Hastings, Centre; Villages of Madoc, Marmora, Stirling, Tweed	J. E. Minns, B.A.	Tweed.
Hastings, South, and City of Belleville; Towns of Deseronto. Trenton (Joint Inspectorate)	H. J. Clarke, B.A.	Belleville.
Hastings, North; South Nipissing, and South-East Parry Sound Districts; Towns of Powassan, Trout Creek; Villages of Bancroft, South River, Sundridge (Joint Inspectorate)	Jas. Colling, B.A.	Bancroft.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	John M. Field, B.A., Ph.D.	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	J. Elgin Tom	Goderich.
Kenora District, and Thunder Bay (East); City of Fort William; Towns of Dryden, Keewatin, Kenora (Joint Inspectorate)	W. J. Hamilton, B.A.	Fort William.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Villages of Highgate, Thamesville	Rev. W. H. G. Colles	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg, Village of Wheatley (Joint Inspectorate)	J. H. Smith, M.A.	Chatham.
Lambton, East (No. 2); Town of Petrolia; Villages of Alvinston, Arkona, Oil Springs, Watford	N. McDougall, B.A.	Petrolia.
Lambton, West (No. 1); City of Sarnia; Town of Forest; Villages of Courtright, Point Edward, Thedford, Wyoming (Joint Inspectorate)	Henry Conn, B.A.	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate)	F. L. Michell, M.A.	Perth.
Lanark, East (see Carleton, West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	James F. McGuire, M.A.	Westport.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate)	W. C. Dowsley, M.A.	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate)	T. A. Craig	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, N.)	E. J. Corkill, B.A.	Napanee.
Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate)	Geo. A. Carefoot, B.A., B.Pæd.	St. Catharines.
Manitoulin Dist.; Algoma Dist. in part; Sudbury Dist., in part; Towns of Blind River, Gore Bay, Little Current, Massey, Webbwood	James W. Hagan, M.A.	Gore Bay.
Middlesex, East; Village of Lucan	P. J. Thompson, B.A.	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	H. D. Johnson	Strathroy.
Muskoka, South and West; District; Towns of Bala, Bracebridge, Gravenhurst; Village of Port Carling	H. R. Scovell, B.A.	Bracebridge.
Muskoka, East (see Haliburton).		
Nipissing, North (see Sudbury Dist.).		
Nipissing, South (see Hastings, North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.)	H. Frank Cook, B.A.	Simcoe.
Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle	W. E. Tilley, M.A., Ph.D.	Bowmanville.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Northumberland and Durham, Centre, No. 2; Town of Cobourg; Village of Millbrook	John W. Odell, B.A.	Cobourg.
Northumberland and Durham, East, No. 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings	Robert Boyes	Campbellford.
Ontario, North; North-East Parry Sound; Town of Uxbridge; Villages of Beaverton, Cannington (Joint Inspectorate)	T. R. Ferguson, M.A.	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry	R. A. Hutchison, B.A.	Whitby.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich (Joint Inspectorate)	R. A. Paterson, B.A.	Ingersoll.
Parry Sound, South, District; Towns of Kearney, Parry Sound; Village of Burk's Falls	J. L. Moore, B.A.	Parry Sound.
Parry Sound, South-East (see Hastings, North).		
Parry Sound, North-West (see Sudbury).		
Parry Sound, North-East (see Ontario, North).		
Peel; Town of Brampton; Villages of Bolton, Port Credit, Streetsville	W. J. Galbraith, M.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton	William Irwin, B.A.	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	James H. Smith, B.A.	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A.	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)	G. E. Broderick	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	John Nelson, B.A.	Vankleek Hill.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	John E. Benson, M.A.	Picton.
Rainy River District, Thunder Bay (in part); Towns of Fort Frances, Rainy River, Sioux Lookout (Joint Inspectorate)	C. McDowell, B.A.	Fort William.
Renfrew, North; Town of Pembroke; Village of Cobden	I. D. Breuls, B.A.	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station	G. G. McNab, M.A.	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood, Penetanguishene	Joseph L. Garvin, B.A.	Barrie.
Simcoe, South; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham	Edwin Longman	Barrie.
Simcoe, East; Towns of Midland, Orillia; Villages of Coldwater, Port McNicoll, Victoria Harbour	Isaac Day, B.A.	Orillia.
Stormont; Town of Cornwall; Village of Finch	James Froats, M.A.	Cornwall.
Sudbury District (in part), North Nipissing and North-West Parry Sound; Towns of Bonfield, Cache Bay, Chelmsford, Copper Cliff, Frood Mine, Mattawa, North Bay, Sturgeon Falls, Sudbury	D. M. Christie, B.A.	Sudbury.

List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Thunder Bay, West; City of Port Arthur (Joint Inspectorate)	John Ritchie	Port Arthur.
Timiskaming District; Towns of Charlton, Cobalt, Cochrane, Englehart, Haileybury, Iroquois Falls, Latchford, Matheson, New Liskeard, Timmins; Village of Thornloe	John A. Bannister, B.A.	New Liskeard.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville	W. H. Stevens, B.A.	Lindsay.
Victoria, East (see Peterborough, West).		
Waterloo, N. (No. 1); City of Kitchener; Town of Waterloo; Village of Elmira (Joint Inspectorate)	F. W. Sheppard	Kitchener.
Waterloo, S. (No. 2); City of Galt; Towns of Hespeler, Preston; Villages of Ayr, New Hamburg (Joint Inspectorate)	Lambert Norman, B.A.	Galt.
Welland; City of Welland; Towns of Bridgeburg, Port Colborne; Villages of Chippawa, Fort Erie, Humberstone. (Thorold Town and Pelham Tp. are under Lincoln Inspector.) (Joint Inspectorate)	John W. Marshall, B.A.	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford	Robert Galbraith, B.A.	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus	J. J. Craig, B.A.	Fergus.
Wentworth; Town of Dundas; Village of Waterdown	J. B. Robinson, B.A., B.Pæd.	Hamilton.
York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Sutton West	C. W. Mulloy, B.A.	Aurora.
York, West; Towns of Mimico, Weston; Villages of New Toronto, Woodbridge	A. L. Campbell, M.A.	Weston.
York, East; Town of Leaside; Villages of Markham, Richmond Hill, Stouffville	A. A. Jordan, B.A.	Toronto, 63 Orchard View Bd.
Brantford, City of	E. E. C. Kilmer, B.A.	Brantford.
Guelph, do	Wm. Tytler, B.A.	Guelph.
Hamilton, do	W. H. Ballard, M.A.	Hamilton.
do do	Jas. Gill, B.A., B.Pæd.	Hamilton.
Kingston, do	J. Russell Stuart	Kingston.
London, do	C. B. Edwards, B.A.	London.
Niagara Falls, do and St. Catharines	D. C. Hetherington	St. Catharines.
Ottawa, do	J. H. Putman, B.A., D.Pæd.	Ottawa.
do do	E. T. Slemon, B.A., D.Pæd.	Ottawa.
Peterborough, do	A. Mowat, B.A.	Peterborough.
Toronto, do	R. H. Cowley, M.A., Cf. Insp.	Toronto.
do do	W. H. Elliott, B.A.	Toronto.
do do	Jos. W. Rogers, M.A.	Toronto.
do do	G. H. Armstrong, M.A., B.Pæd.	Toronto.
do do	Henry Ward, B.A.	Toronto.
do do	D. D. Moshier, B.A., B.Pæd.	Toronto.
do do	N. S. MacDonald, B.A., D.Pæd.	Toronto.
do do	Walter Bryce, B.A.	Toronto.
Windsor, do and Towns of Sandwich and Walkerville	Robt. Meade, M.A.	Windsor.

List of Inspectorates and Inspectors—Concluded

R.C. Separate School Inspectors

J. F. Power, M.A. ..... Toronto, 33 Dalton R.
J. F. Sullivan, B.A. ..... London, 873 Helmuth Ave.
Jas. E. Jones, B.A. ..... Ottawa, 104 Henderson St.
J. P. Finn, B.A. ..... North Bay.
W. J. Lee, B.A. ..... Toronto, 434 Brunswick Ave.
J. M. Bennett, B.A. ..... Toronto, 694 Euclid Ave.

English-French Public and Separate School Inspectors

L. O. E. Payment, M.A. ..... Ottawa, 12 Tormey St.
Thomas Swift ..... Ottawa, 320 Cooper St.
J. S. Gratton ..... Toronto, 77 McGill St.
Jno. C. Walsh, B.A. ..... Rockland.

Chief Inspectors of Public and Separate Schools

John Waugh, M.A., D.Pæd., Chief Insp. .. Toronto, Parliament Buildings.
W. I. Chisholm, M.A., Asst. Chief Insp. .. Toronto, Parliament Buildings.

Director of Industrial and Technical Education and Inspector of Normal Schools

F. W. Merchant, M.A., D.Pæd. ..... Toronto, Parliament Buildings.

High School Inspectors

J. A. Houston, M.A. ..... Toronto, 105 Roxborough St. West.
I. M. Levan, B.A. ..... Toronto, 144 Balmoral Ave.
G. F. Rogers, B.A. ..... Toronto, 44 Roxborough St. West.

Continuation School Inspectors

G. K. Mills, B.A. ..... Toronto, Parliament Buildings.
J. P. Hoag, B.A. ..... Toronto, Parliament Buildings.

Manual Training and Household Science Inspector

Albert H. Leake ..... Toronto, 116 Spencer Ave.

Inspector of Elementary Agricultural Education

J. B. Dandeno, B.A., Ph.D. ..... Toronto, 13 Hazelton Ave.

February 15th, 1919.

APPENDIX Q

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1918

Collegiate Institutes	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Barrie	.....	85	71
Brantford	7	228	178
Brockville	.....	143	110
Chatham	70	67	38
Clinton	.....	52	43
Cobourg	.....	85	74
Collingwood	.....	75	59
Fort William	.....	142	130
Galt	.....	186	180
Goderich	.....	64	54
Guelph	.....	143	125
Hamilton	362	99	57
Ingersoll	.....	80	61
Kingston	.....	238	200
Kitchener-Waterloo	.....	199	191
Lindsay	.....	87	66
London	315	254	196
Morrisburg	.....	46	33
Napanee	.....	55	43
Niagara Falls	.....	105	90
North Bay	.....	119	90
Orillia	.....	112	103
Ottawa	324	468	314
Owen Sound	.....	162	141
Perth	.....	95	79
Peterborough	113	96	70
Picton	.....	46	43
Port Arthur	.....	135	120
Renfrew	.....	115	90
St. Catharines	.....	156	121
St. Mary's	.....	75	60
St. Thomas	.....	151	127
Sarnia	.....	156	141
Seaforth	.....	57	51
Smith's Falls	.....	96	72
Stratford	.....	189	161
Strathroy	.....	54	47
Toronto, Harbord St.	.....	101	60
Toronto, Parkdale	.....	65	19
Toronto, Jarvis	.....	60	40
Toronto, Humberside	.....	66	45
Toronto, Malvern Ave.	.....	61	36
Toronto, Oakwood	.....	67	44
Toronto, Riverdale	.....	105	56
Toronto	2,195	.....	.....
Vankleek Hill	.....	63	45
Windsor	.....	242	235
Woodstock	.....	136	110
Totals	3,386	5,681	4,519
High Schools			
Alexandria	.....	75	54
Alliston	.....	27	19
Almonte	.....	50	38
Amherstburg	.....	47	41
Arnprior	.....	77	65
Arthur	.....	34	28
Athens	.....	37	23
Aurora	.....	47	41
Avonmore	.....	15	12
Aylmer	.....	76	50
Beamsville	.....	20	16
Belleville	73	31	23
Bowmanville	.....	58	47
Bradford	.....	13	12
Brampton	.....	43	36
Brighton	.....	31	22
Caledonia	.....	42	30
Campbellford	.....	41	32
Carleton Place	27	54	20
Cayuga	.....	31	15
Chatsworth	.....	17	14
Chesley	.....	55	46
Chesterville	.....	57	35
Colborne	.....	28	18
Cornwall	.....	109	101
Deseronto	.....	26	22
Dundalk	.....	22	19
Dundas	.....	57	49
Dunnville	.....	49	33
Durham	.....	46	28
Dutton	.....	45	36
Elora	.....	34	29
Essex	.....	57	51
Fergus	.....	51	40
Flesherton	.....	10	8
Forest	.....	44	18
Gananoque	.....	52	36
Georgetown	.....	37	33
Glencoe	.....	43	24
Gravenhurst	.....	35	28
Grimsby	.....	31	25
Hagersville	.....	31	23
Haileybury	.....	53	33
Harriston	.....	29	24
Hawkesbury	.....	44	34
Iroquois	.....	31	24
Kemptville	.....	41	33
Kenora	.....	58	54
Kincardine	.....	51	30
Leamington	.....	83	60
Listowel	.....	41	36
Lucan	.....	50	30
Madoc	.....	44	34
Markdale	.....	19	15
Markham	.....	36	30
Meaford	.....	61	48
Midland	.....	68	54
Mitchell	.....	46	37
Morewood	.....	20	12
Mount Forest	.....	43	29

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1918.—Continued

High Schools.—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Newburgh	.....	37	25
Newcastle	.....	12	7
Newmarket	.....	52	44
Niagara	.....	15	11
Niagara Falls South	.....	58	46
Norwood	.....	36	27
Oakville	.....	42	32
Omemee	.....	28	22
Orangeville	.....	21	19
Oshawa	.....	115	96
Paris	.....	46	39
Parkhill	.....	41	25
Parry Sound	.....	53	43
Pembroke	.....	95	76
Penetanguishene	.....	57	32
Petrolia	.....	59	52
Plantagenet	.....	22	14
Port Dover	.....	36	22
Port Elgin	.....	32	23
Port Hope	.....	63	60
Port Perry	.....	29	25
Port Rowan	.....	20	16
Prescott	.....	46	27
Richmond Hill	.....	41	36
Ridgetown	.....	40	30
Rockland	.....	23	23
Sault Ste. Marie	.....	148	120
Shelburne	.....	21	12
Simcoe	.....	68	64
Smithville	.....	22	16
Stirling	.....	38	37
Streetsville	.....	21	21
Sudbury	.....	73	62
Sydenham	.....	29	21
Thorold	.....	25	21
Tillsonburg	.....	69	52
Toronto, North	.....	7	3
Trenton	47	18	10
Tweed	.....	68	54
Uxbridge	.....	51	37
Vienna	.....	22	12
Walkerton	.....	42	39
Wallaceburg	.....	86	69
Wardsville	.....	10	9
Waterdown	.....	35	29
Waterford	.....	38	31
Watford	.....	36	26
Welland	.....	74	60
Weston	.....	126	77
Whitby	.....	48	30
Wiarton	.....	33	26
Williamstown	.....	27	25
Winchester	.....	68	51
Wingham	.....	54	49
Totals	147	5,079	3,892

Other Places.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Aberfoyle	.....	17	14
Acton	.....	39	31
Agincourt	.....	36	33
Alvinston	.....	36	28
Ameliasburg	.....	18	14
Ancaster	.....	11	10
Angus	.....	17	12
Apsley	.....	3	.....
Arkona	.....	4	3
Ashton	.....	10	10
Aultsville	.....	29	11
Ayr	.....	17	15
Ayton	.....	21	20
Bailieboro'	.....	6	6
Bancroft	.....	21	16
Barriefield	.....	21	17
Bath	.....	22	13
Battersea	.....	14	6
Bayfield	.....	12	10
Beachburg	.....	32	20
Beaverton	.....	38	35
Beeton	.....	7	6
Belleville, Co. Centre	28	51	11
Belle River	.....	19	7
Belmont	.....	10	8
Bethany	.....	17	14
Billings' Bridge	.....	24	19
Binbrook	.....	9	7
Bisco	.....	4	2
Blackstock	.....	16	12
Blenheim	.....	48	31
Blind River	.....	19	8
Bloomfield	.....	12	10
Blyth	.....	20	18
Bobcaygeon	.....	27	22
Bolton	.....	20	15
Bothwell	.....	22	13
Bowesville	.....	12	7
Bracebridge	.....	95	72
Bridgeburg	.....	28	26
Brigden	.....	17	8
Bruce Mines	.....	24	15
Brussels	.....	34	29
Burford	.....	21	13
Burgessville	.....	12	7
Burk's Falls	.....	40	25
Burlington	.....	20	18
Burridge	.....	2	1
Burritt's Rapids	.....	1	.....
Caistor Centre	.....	6	5
Cannington	.....	30	21
Cardinal	.....	26	16
Cargill	.....	16	13
Carp	.....	14	14
Castleton	.....	8	7
Cataraqui	.....	24	11
Chapleau	.....	21	12

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1918—Continued

Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Charleston		16	8	Fournier		14	12
Chester		45	42	Frankford	6		
Claremont		16	12	Galetta		8	8
Clifford		9	7	Glen Allan		9	8
Cobalt		38	26	Gore Bay		33	17
Cobden		44	20	Grand Valley		10	10
Coboconk		8	7	Haliburton		4	4
Cochrane		9	7	Hall's Bridge		3	2
Coldwater		13	11	Hamilton, Co. Centre		43	35
Comber		20	12	Hanover		34	33
Cookstown		19	14	Harrington		9	7
Copper Cliff		30	23	Harrow		21	15
Courtright		14	4	Harrowsmith		10	5
Crediton		21	12	Hastings		10	7
Creemore		15	12	Havelock		26	10
Creighton Mine		11	10	Hawkestone		24	12
Crosshill		19	16	Hensall		23	16
Cultus		8	7	Hepworth		10	8
Cumberland		10	6	Highgate		22	12
Dalkeith		13	8	Hillsdale		12	5
Dashwood		13	7	Horning's Mills		11	8
Delhi		31	25	Huntsville		54	37
Delta		50	29	Innerkip		12	9
Demorestville		7	2	Iroquois Falls		3	3
Denbigh		5	2	Ivy		11	9
Desbarats		10	3	Janetville		3	3
Dickinson's Landing		14	11	Jarvis		22	13
Dixon's Corners		29	19	Jasper		22	16
Dorchester Station		50	38	Jockvale		13	11
Douglas		13	12	Kars		8	7
Drayton		30	17	Keene		24	10
Dresden		34	25	Keewatin		9	8
Dromore		6	3	Kenmore		10	8
Drumbo		8	6	Killarney		6	5
Dryden		20	17	Kilmaurs		12	9
Dungannon		24	14	Kimberley		10	7
Eastview		21	17	Kinburn		7	2
Easton's Corners		12	7	King		10	10
Echo Bay		2	1	Kingsville		40	34
Echo Place		39	33	Kinmount		11	7
Edgar		7	5	Kintail		14	10
Eganville		61	44	Kirkfield		39	20
Elmira		46	35	Kleinburg		4	2
Elmvale		32	18	Lakefield		52	41
Embro		16	14	Lanark		57	40
Embrun		8	7	Lancaster		22	21
Emo		22	11	Lansdowne		27	14
Englehart		18	9	Laurel		4	4
Ennismore		17	11	Lefroy		23	14
Erin		29	24	Lemonville		12	10
Exeter		39	26	Lion's Head		12	9
Fenelon Falls		36	20	Little Britain		34	26
Fenwick		5	5	Little Current		20	15
Feversham		21	12	London East		131	88
Fingal		35	12	Loring		6	4
Florence		19	10	Lucknow		18	17
Fonthill		10	10	Macdonald Consolidated, Guelph		20	16
Fordwich		17	13	Madawaska		8	6
Fort Frances		36	25				

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1918—Continued

Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Magnetawan	.....	11	10	Pelee Island	.....	15	6
Magpie Mine	.....	2	2	Pickering	.....	18	9
Manitowaning	.....	21	11	Plattsville	.....	17	12
Manoitick	.....	19	15	Port Burwell	.....	8	7
Maple	.....	14	13	Port Carling	.....	18	13
Marlborough	.....	10	6	Port Colborne	.....	65	48
Marmora	.....	44	27	Port Credit	.....	32	28
Marshville	.....	18	12	Port Dalhousie	.....	27	18
Marsville	.....	5	5	Port Stanley	.....	9	3
Massey	.....	26	20	Powassan	.....	34	22
Matheson	.....	8	3	Priceville	.....	6	4
Mattawa	.....	22	11	Princeton	.....	7	3
Maxville	.....	21	13	Queensville	.....	17	9
Medina	.....	13	4	Rainy River	.....	15	11
Melbourne	.....	20	15	Randwick	.....	3	2
Merivale	.....	13	12	Richard's Landing	.....	12	6
Merlin	.....	23	19	Richmond	.....	16	14
Merrickville	.....	20	19	Ridgeway	.....	20	13
Merritton	.....	26	20	Ripley	.....	30	18
Metcalfe	.....	10	6	Rockton	.....	14	4
Mildmay	.....	22	21	Rockwood	.....	35	28
Milford	.....	20	15	Rodney	.....	31	18
Millbrook	.....	24	20	Rosemont	.....	8	3
Milton	.....	48	41	Roseneath	.....	11	8
Milverton	.....	54	37	Russell	.....	18	12
Mimico	.....	33	28	St. David's	.....	20	10
Minden	.....	18	14	St. George	.....	22	21
Minesing	.....	6	6	Sandwich	.....	37	29
Monklands	.....	9	6	Schomberg	.....	21	11
Moorefield	.....	4	4	Schreiber	.....	18	14
Moose Creek	.....	11	8	Scotland	.....	11	9
Mount Albert	.....	13	10	Selkirk	.....	26	17
Mount Brydges	.....	15	12	Sharbot Lake	.....	9	4
Mount Hope	.....	6	4	Singhampton	.....	5	4
Mount Pleasant	.....	22	13	Sioux Lookout	.....	7	1
Mount St. Patrick	.....	16	9	Solina	.....	13	12
Mountain Grove	.....	11	4	Southampton	.....	21	15
Mountain Station	.....	14	10	South Finch	.....	35	27
Navan	.....	11	9	South Indian	.....	12	6
Neustadt	.....	9	9	South Mountain	.....	32	18
Newboro	.....	13	6	South Porcupine	.....	18	10
New Hamburg	.....	15	12	South River	.....	19	12
Newington	.....	12	12	Sparta	.....	18	8
New Liskeard	.....	54	31	Spencerville	.....	17	10
New Toronto	.....	11	9	Springfield	.....	18	11
North Augusta	.....	11	5	Stayner	.....	26	20
North Gower	.....	7	4	Stevensville	.....	13	11
North Lancaster	.....	16	16	Steelton	.....	25	23
Norwich	.....	35	24	Stittsville	.....	19	12
Oakwood	.....	15	12	Stony Creek	.....	20	15
Odessa	.....	13	7	Stouffville	.....	21	18
Oil Springs	.....	34	25	Strabane	.....	15	12
Orono	.....	20	15	Sturgeon Falls	.....	62	37
Ohsweken	.....	11	4	Sunderland	.....	20	17
Otterville	.....	18	15	Sutton	.....	26	23
Paisley	.....	29	24	Tamworth	.....	25	18
Pakenham	.....	1	.....	Tara	.....	44	35
Palmerston	.....	26	22	Tavistock	.....	15	10
Pefferlaw	.....	11	9	Teeswater	.....	34	23

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1918—Concluded

Other Places—Con,	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Thamesford	.....	25	18
Thamesville	.....	38	19
Thedford	.....	18	17
Thessalon	.....	42	29
Thornbury	.....	31	24
Thorndale	.....	23	11
Tilbury	.....	32	22
Timmins	.....	19	10
Tiverton	.....	13	7
Toronto. De La Salle Institute	.....	103	59
Tottenham	.....	20	15
Uptergrove	.....	23	13
Varna	.....	14	11
Verona	.....	17	12
Victoria Harbour	.....	20	8
Vineland	.....	26	10
Warkworth	.....	23	21
Waubaushene	.....	7	7
Webbwood	.....	19	9
Wellandport	.....	13	5
Wellington	.....	31	28
Westboro'	.....	44	37
West Lorne	.....	21	12
Westport	.....	34	18
Wheatley	.....	18	15
White River	.....	3	2
Whitevale	.....	12	10
Wilberforce	.....	8	4
Wilkesport	.....	13	5
Williamsburg	.....	16	6
Willowdale	.....	24	22
Winona	.....	8	8
Wolfe Island	.....	20	9
Woodbridge	.....	21	16
Woodville	.....	26	20
Wooler	.....	19	11
Worthington	.....	15	10
Wroxeter	.....	26	19
Wyoming	.....	35	22
Yarmouth Heights	.....	22	15
Zephyr	.....	4	3
Zurich	.....	15	11
Totals	34	6,851	4,756
Collegiate Institutes	3,386	5,681	4,519
High Schools	147	5,079	3,892
Other Places	34	6,851	4,756
Grand Totals, 1918	3,567	17,611	13,167

Number Obtaining Junior High School Entrance Standing under Farm Employment Regulations, 1918

Inspectorate	No. of Certs.	Inspectorate	No. of Certs.	Inspectorate	No. of Certs.
Algoma	37	Kent, East	76	Peel	80
Brant	67	Kent, West	63	Perth, North	109
Brantford	7	Kingston	20	Perth, South	92
Bruce, East	46	Lambton, East	56	Peterborough City	12
Bruce, West	63	Lambton, West	42	Peterborough, East	25
Carleton, County	115	Lanark, West	11	Prescott and Russell	100
Dufferin	65	Leeds and Gren., I.	14	Rainy River Dist.	16
Dundas	30	Leeds and Gren., II.	33	Renfrew, North	66
Elgin, East	51	Lennox	36	Renfrew, South	31
Elgin, West	25	Lincoln and Pelham	100	Simcoe, North	46
Essex	88	London City	12	Simcoe, South	79
Frontenac	13	Manitoulin	28	Stormont	55
Frontenac, South	35	Middlesex, East	56	Sudbury	4
Glengarry	8	Middlesex, West	108	Timiskaming	18
Grey, East	47	Muskoka	2	Toronto City	34
Grey, South	67	Niagara Falls and St. Catharines	16	Victoria West	24
Grey, West	67	Norfolk	35	Waterloo, North	18
Haldimand	86	Northumber'd & D.,C., II.	45	Waterloo, South	31
Halton and Wentworth	80	Northumber'd &D.,E.,III.	53	Welland	12
Hamilton City	20	Northuml'd & D., W., I.	39	Wellington, North	66
Hastings, Centre	2	Ontario, North	19	Wellington, South	46
Hastings, N., S. Nipissing and S. E. Parry Sound	20	Ontario, South	26	Wentworth	125
Hastings, South	50	Oxford, North	57	Windsor City	3
Huron, East	81	Oxford, South	39	York, North	15
Huron, West	67	Parry Sound, South	7	York, West	29
				Total	3,366

APPENDIX R

JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1918

Centre	Examined	Passed	High School Entrance allowed	Centre	Examined	Passed	High School Entrance allowed
Ancaster	3	3		Milverton	6	5	
Angus	1			Mimico	18	18	
Aurora	6	6		Navan	5	2	1
Bayfield	5	2		North Bay	2	1	
Beachburg	2	2		Oil Springs	5	2	
Bolton	7	6		Ottawa	98	55	21
Bracebridge	4	2		Parry Sound	4	4	
Brigden	10	8		Picton	1	1	
Burford	3	3		Port Credit	10	8	
Burk's Falls	7	2	1	Powassan	4	3	
Byng Inlet	6	1		Renfrew	5	3	1
Collingwood	2	1		Richard's Landing	1		
Courtright	5	2		Rodney	2		
Cumberland	5	3		Schreiber	9	9	
Dashwood	4	1		Selkirk	4	1	
Dutton	4	4		Sparta	2	1	
Echo Bay	5	5		Stony Creek,	4	4	
Emo	3	3		Strabane	3	3	
Exeter	3	2		Sunderland	4	3	
Fingal	2	2		Thamesville	3	2	
Florence	3	1	1	Tiverton	5	4	1
Fordwich	3	2		Varna	4	1	
Fort Frances	1	1		Victoria Harbour	7	4	3
Fournier	3		2	Vineland	4	3	
Goderich	2	2		Woodbridge	4	3	
Hensall	6	3		Woodstock	2	2	
Hillsdale	6		2	Wooler	3	3	
Kingsville	3	2		Worthington	1	1	
Kinmount	5	4		Wroxeter	7	5	
Kintail	3	2		Zephyr	2	2	
Kirkfield	2	2		Zurich	10	5	
Loring	2	2					
Marmora	5	5		Totals	372	242	35
Massey	2		2				

Junior Public School Graduation Diplomas Obtained by Farm Employment, 1918

Inspectorate	No. of Diplomas
Algoma	3
Brant	3
Bruce, West	1
Elgin, East	2
Hastings, North	5
Hastings, South	1
Huron, East	6
Huron, West	6
Kent, East	3
Kent, West	2
Lambton, East	1
Lincoln	3
Muskoka	4
Ontario North	4
Ottawa	2
Oxford, North	1
Oxford, South	2
Parry Sound, South	3
Peel	4
Perth, North	3
Prescott and Russell	4
Wentworth	5
York, North	1
York, West	3
Total	72

APPENDIX S

LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1918

I. High School Principals' Certificates

Adamson, William H., M.A. (Math.)
Affleck, Archibald A., B.A. (Classics.)
Anderson, John A., B.A.
Brackenbury, George L., B.A.
Butcher, Cecil W., B.A.
Caldwell, Alexander, B.A.
Cameron, James M., B.A.
Cowan, Margaret T., B.A. (Classics.)
Cumming, Eva M., B.A.
Curtis, Jeremiah T., B.A.
Davidson, Edith M., B.A.
Davies, Norman, B.A. (Science).
Fletcher, Beatrice L. R., B.A. (Classics.)
Gilfillan, Viola, M.A.
Green, Walter H. H., B.A. (Science.)
Hitsman, Samuel A., B.A.
Hood, Finlay, B.A.
Ionson, Margaret A., B.A.
Irving, Jessie C., B.A. (Math. & Phys.)
Jewitt, Olver V., B.A. (Math. & Phys.)
Keenan, Edward J., B.A.
Kinnear, Jennie A., B.A. (Math.)
Knight, Carrie M., M.A. (Classics, Eng. & Hist.)
Lawrence, Charles F., B.A.
Lewis, Nora, B.A. (Classics).
McCormack, Mary I., B.A.
McNeely, Priscilla V. M., M.A. (Science.)
McNeil, William G., B.A. (Eng & Hist.)
Medcof, James L., B.A. (Science.)
Nugent, Eleanor, B.A. (Fr. & Ger.)
Philp, James H., B.A.
Young, Ralph H., B.A.

II. High School Assistants and Specialists

Adams, Ada.
Aitchison, Belle. (Art.)
Allen, Eula P.
Allin, Arthur E., M.A. (Art.)
Anderson, John A., B.A.
Appelbe, Louise A., B.A.
Arnold, Leita E., B.A.
Austin, Prudence M. (Art.)
Baird, Jean F., M.A.
Barlow, Frederick J., B.A. (Art.)
Beaman, Elsie K. (Phys. Cult.)
Beckwith, Mrs. Lizzie A.
Bell, John M.
Bottoms, Emma M. (Art.)
Broad, Luella L., B.A.
Brown, Annie E.
Burns, Grace, B.A. (Art.)
Burriss, Mae N., B.A. (Phys. Cult.)
Butcher, Frank H., B.A. (Classics.)
Byram, Kathleen A., B.A. (Mods. & Hist.) (Art.)
Caldwell, Alexander, B.A. (Commercial.)
Cameron, James. (Phys. Cult.)
Cameron, Murray, B.A.
Campbell, Minnie M. (Art.)
Campbell, (Mrs.) Ruby C., B.A.
Campbell, William A., B.A. (Phys. Cult.)
Challen, Newton E., B.A. (Phys. Cult.)
Clayton, Vivian E., B.A. (Art.)
Clement, Jessie M., B.A.
Coleman, (Mrs.) Jessie D.
Cordingley, Margaret L., B.A.
Corkery, Florence, M.A. (Art.)
Coughlan, Anna T., B.A.
Cowan, Ida K., B.A. (Art.)
Cruickshank, Libbie. (Com.)
Cruikshank, Gertrude, B.A.
Cryderman, May, B.A. (Eng. & Hist.)
Cunningham, Evangeline, B.A. (Phys. Cult.)
Danard, Charles H., B.A.
Davidson, Georgia, B.A.
DeFoe, Eugénie M., B.A. (Phys. Cult.)
Delmage, Emelyn E., B.A. (Art.)
Dewar, Nora, B.A. (Classics.)
Dickson, Marion C.
Dobson, Viola J., B.A.
Doherty, Mabel O. (Phys. Cult.)
Douglas, Gordon A. (Phys. Cult.)
Downey, William H.
Duncan, Muriel, B.A.
Dunnett, Alfred H., B.A. (Phys. Cult.)
Durie, Helen F., M.A. (Phys. Cult.)
Eadie, William M., B.A.
Elcoat, Hazel I. (Art.) (Commercial.)
Elliott, Frederick V., B.A.
Erb, Maurice, B.A. (Eng. & Hist.)
Erwin, Willis M., B.A.
Farmer, Bessie S., B.A. (Phys. Cult.)
Fenn, Lloy E., B.A.
Fletcher, Douglas R.
Fothergill, Ethel L.
Fraser, Bertha F., B.A.
Fraser, Christine M., B.A.
Gabriel, Mary.
Gardiner, M. Mae, B.A.
Gilchrist, John, B.A.
Going, Ambia L., B.A. (Art.)
Goring, Ralph B., B.A. (Phys. Cult.)

II. High School Assistants and Specialists.—Con.

Graham, Hugh H., B.A. (Science.)
Graham, Samuel J, B.A.
Graham, Thomas S. H., M.A. (Math. & Phys.)
Greig, Earl H., B.A.
Grills, Margaret. (Art.)
Hall, Grace, B.A.
Halpenny, Milton D.
Hamilton, Agnes I. (Art.)
Hardy, John H., B.A. (Classics.)
Harrington, Marjorie L., B.A.
Harris, Una M.
Harvey, Martha A., B.A. (Phys. Cult.)
Hay, Hazel F., B.A.
Helson, Margaret J., M.A. (Mods. & Hist.)
Henderson, Orville J.
Hicks, Eleanor M.
Hodgins, Ethelberta. (Art.)
Horan, J. Cecilia.
Horton, Charles W., B.A. (Art.)
Howson, Alexandra A., B.A. (Phys. Cult.)
Hubbs, Maude, B.A.
Hume, Annie I., B.A.
Husband, Edith P., B.A.
Irving, Maude G. N., B.A.
Jardine, Amy M.
Johnson, Alfred, B.A.
Jones, Gwendolyn B.
Judge, Albert E., B.A.
Kennedy, Jessie, B.A.
Kenny, Vera B., B.A. (Art.)
Kenyon, Isabel.
Kerr, (Mrs.) Winnabel E., B.A. (Art.)
King, Eva W., B.A. (Phys. Cult.)
Kinnee, Herbert C., B.A. (Math. & Phys.)
Kirk, Gladys R. (Art.)
Lailey, Marion B., B.A. (Phys. Cult.)
Lamont, Alexander D., B.A.
Lee, Gertrude M.
Lee, Sadie, B.A.
Lockett, Horace G., M.A. (Classics.)
Maitland, Jessie H., B.A.
Maitland, Marion.
Martin, Jean E., B.A. (Math. & Phys.)
Martyn, Tena. (Art.)
Might, Lincoln, M.A. (Art.)
Mills, Jennie.
Money, Mabel L. K.
Montgomery, Mayme I., B.A. (Fr. & Ger.) (Art.)
Morgan, Susan P. (Commercial.)
Mowat, John H., B.A.
Mullette, Fernia H.
Munro, Margaret K., B.A. (Math.)
MacGregor, Mrs. Jeanette E. (Art.)
MacLeod, Emma B., B.A.
McCallum, Mary, B.A. (Eng. & Hist.)
McKnight, Mary G., B.A.
McLellan, Mary A., B.A. (Math. & Phys.)
McNab, Alberta, B.A.
McTurk, Isabel, B.A.
McVean, Kathleen P., B.A.
Nelson, Eva E., B.A.
Newton, Amy A., B.A.
Nichol, Winifred S., M.A. (Phys. Cult.)
Norton, M. Maud. (Art.)
O'Connell, Marguerite E., B.A. (Phys. Cult.)
Page, Jennie, B.A.
Parker, Mrs. Frances G., B.A. (Eng. & Hist.)
Parlee, Edith. (Art.)
Parr, Sarah E. (Art.)
Pirie, Lizzie B.
Raitt, Helena G., M.A. (Fr. & Ger.)
Ramage, George E., B.A.
Redick, Clara L., B.A. (Phys. Cult.)
Reid, Edith L. (Art.)
Rendall, Stanley D.
Roberts, Mabel E.
Rodden, Mary K., B.A.
Ross, Margery E., B.A. (Phys. Cult.)
Russell, Flossie L.
Rutledge, Evelyn M.
Ryan, Gertrude, B.A.
Ryan, Mae H., B.A.
Saunders, Lucy, M.A.
Scanlon, Mary G. (Art.)
Schooley, Fred. T.
Shields, Jean S., B.A.
Shook, Muriel A. (Phys. Cult.)
Sillers, Roberta M., B.A.
Simpson, John M., B.A. (Phys. Cult.)
Singleton, Blanche, B.A.
Smith, Sadie L., B.A. (Science.)
Smith, Wallace W., B.A.
Somerville, Eva M.
Southcombe, William J. A., B.A. (Classics).
Spence, Ruth E., B.A. (Phys. Cult.)
Stanley, Fredrica.
Stark, Ethyle M., B.A. (Art.)
Stewart, James H. (Art.)
Stewart, Margaret E.
Stillwell, Laura M., B.A.
Stinson, Allie M. (Phys. Cult.)
Stinson, Mildred E., B.A. (Phys. Cult.)
Stollery, Edith, B.A. (Art.)
Syme, John J. (Phys. Cult.) (Only specialist's standing granted.)
Symons, Helen F., B.A. (Phys. Cult.)
Thompson, Howard E.
Tighe, Elsie S., B.A.
Towle, Lucie A.
Trace, Cephas M., M.A.
Traver, Lillie A., B.A.
Trenaman, Mabel N., B.A. (Phys. Cult.)
Turvey, Ina M., (Art.)
Van Duzer, L. Mabel, B.A. (Art.)
Walker, Ruth M., B.A.
Wallace, Mary H., B.A.
Wallace, Muriel J., B.A. (Phys. Cult.)
Wallace, Verna M.
Wallen, Wilfrid B.
Warren, Violet, B.A.
Weir, Julia M., B.A. (Art.)
Wheelton, Leonard. (Art.)
Williams, Winnifred L., B.A.

III. Permanent Elementary Certificates

Abraham, Mary B. (Art.)
Adamson, William H., M.A. (Phys. Cult.)
Allen, Eula P. (Phys. Cult.)
Anderson, Nellie L. (Art.)
Appelbe, Louise B., B.A. (Phys. Cult.)
Austin, Prudence M., (Phys. Cult.)
Awde, Elgin O., B.A. (Phys. Cult.)
Baird, Jean F., M.A. (Phys. Cult.)
Baker, Sarah J. (Phys. Cult.)
Brackenbury, George L., B.A. (Phys. Cult.)
Brewster, Gladys I. (Art & Phys. Cult.)
Broughton, Clara E. (Art.)
Clement, Jessie M., B.A. (Phys. Cult.)
Conway, Irene E. (Art.)
Coon, Amy. (Agri. & Hort.)
Daley, Mary M. (Phys. Cult.)
Davidson, Georgia, B.A. (Art.)
Dobson, Viola J., B.A. (Phys. Cult.)
Douglas, Adam C. (Phys. Cult.)
Downey, Emily (Sr. M. Kotska). (Vocal Music.)
Duncan, Muriel, B.A. (Phys. Cult.)
Dunlop, Charles G. (Phys. Cult.)
Ellerby, Florence E. (Phys. Cult.)
Farrington, Mabel C., B.A. (Phys. Cult.)
Fletcher, Douglas R. (Phys. Cult.)
Forsyth, Eunice A. (Agri. & Hort.)
Fothergill, Ethel L. (Phys. Cult.)
Fraser, Bertha F., B.A. (Phys. Cult.)
Galloway, William H. (Agri. & Hort.)
Garrett, Evelyn C. (Art.)
Gillespie, Grace A., B.A. (Phys. Cult.)
Glasgow, Marion I. (Phys. Cult.)
Haig, M. Helen. (Phys. Cult.)
Hall, Grace F., B.A. (Art.)
Hall, Margaret M. S., B.A. (Phys. Cult.)
Helson, Margaret J., M.A. (Phys. Cult.)
Hiscock, Reta, B.A. (Art.)
Howie, Mabel F. (Phys. Cult.)
Jardine, Amy M. (Art.)
Johnston, Hally, B.A. (Phys. Cult.)
Johnston, Helena E. (Art.)
Kirk, Hugh. (Agri. & Hort.)
Kirkwood, Elizabeth M. (Art.)
Lamont, Alex. D., B.A. (Phys. Cult.)
Lutman, Margaret E. (Phys. Cult.)
Maitland, Marion. (Phys. Cult.)
Martin, Jean E., B.A. (Phys. Cult.)
Mazinke, Henrietta E. (Art.)
Medcof, James L., B.A. (Phys. Cult.)
Might, Lincoln, M.A. (Phys. Cult.)
Millard, Lena. (Phys. Cult.)
Mills, Jennie. (Art.)
Mitchell, L. Grace. (Phys. Cult.)
Mitchell, May. Art.
Moir, Mary I., B.A. (Art.)
Morgan, Flora E. (Phys. Cult.)
Munro. Margaret K., B.A. (Phys. Cult.)
Murray, Edith M. (Phys. Cult.)
MacLeod, Emma B., B.A. (Art.)
McDonald, Vivian C. (Phys. Cult.)
McIntyre, (Mrs.) Edith M., B.A. (Phys. Cult.)
McLean, Mary B. (Agri. & Hort.)
McNabb, Finlay, B.A. (Phys. Cult.)
McNamara, Elizabeth. (Phys. Cult.)
McVean, Kathleen P., B.A. (Art. & Phys. Cult.)
Neagle, Agnes. (M. M. Stella) (Art.)
Norton, M. Maud. (Phys. Cult.)
Nugent, Eleanor, B.A. (Phys. Cult.)
Pacey, Mabel I. (Art.)
Page, Jennie, B.A. (Art.)
Pirie, Lizzie B. (Phys. Cult.)
Porter, William A. (Phys. Cult.)
Preston, Thomas, B.A. (Phys. Cult.)
O'Donohue, John. (Art.)
Ranson, Eva M. (Art.)
Rendall, Stanley D. (Phys. Cult.)
Sadler, Annie J. (Agri. & Hort.)
Scott, Jessie M. (Phys. Cult.)
Sillers, Roberta M., B.A. (Phys. Cult.)
Stark, Ethyle M., B.A. (Phys. Cult.)
Stark, Laverna B. (Art & Phys. Cult.)
Stewart, Annie J., B.A. (Phys. Cult.)
Sweeney, Agnes C. (Art and Phys. Cult.)
Thompson, Howard E. (Phys. Cult.)
Trench, Wm. W. A., B.A. (Commercial.)
Tucker, Mary C., M.A. (Phys. Cult.)
Turvey, Ina M. (Art & Phys. Cult.)
Walker, Alexina A. C. (Phys. Cult.)
Wallen, Wilfrid B. (Phys. Cult.)
Wells, Vera M. (Phys. Cult.)
White, Henry G. (Manual Training.)
White, Margaret E. (Art.)
Whyte, Marion I., B.A. (Phys. Cult.)
Wightman, Stanley, B.A. (Phys. Cult)
Wilker, Milton J. (Phys. Cult.)
Wilson, Phyllis (Sr. M. Christina). (Vocal Music).

IV. Permanent Supervisors

Binnie, Laura R. (Phys. Cult.)
Cringan, Alex. T. (Vocal Music.)
Carswell, Jean A. (Phys. Cult.)
Robbie, Isabella E. (Agri. & Hort.)
Foley, Teresa. (Sr. Lucretia), (Art.)
Kennedy, Maria (Sr. M. Borgia) (Art.)
Livingstone, May E. (Phys. Cult.)
Rannie, Marion R. (Vocal Music.)
Thompson, John T. (Phys. Cult.)

V. Permanent First Class Certificates

Arnot, Colin M.
Anderson, Effie E.
Aylsworth, Bessie C.
Anderson, Eunice M.
Armstrong, Mabel R.
Bowes, Emer W. J.
Boothby, Erma I.
Butler, Edna M.
Brownlee, Vera A.
Barnett, Gladys G.
Brown, William J.
Ballance, Florence R.

V. Permanent First Class Certificates.—Con.

Baker, Agnes H. C.
Bates, Alta E.
Bass, Annie H.
Blark, Lola M.
Campbell, Muriel F.
Carlyle, Margaret M., B.A.
Card, Marion J.
Coulter, Mary I.
Cline, Gertrude R.
Campbell, Laura.
Clark, Alice B.
Campbell, Mrs. Vera.
DeLaporte, Lucy H., B.A.
Davison, Margaret A.
Dawson, Sara E.
Deem, Edna M.
Dowd, Winnie M.
Dolbear, Callie C.
Dow, Laura J.
Elliott, Violet M.
Forsyth, Ernest, B.A.
Foster, Helen E.
Forsythe, Pansy A.
Fennell, Rena L.
Foreman Kathleen B., B.A.
Field, Helen, B.A.
Fyckes, Jessie D., B.A.
Gleeson, Nora.
Gill, Grace G.
Glen, Isabella P.
Gray, Laura B.
Gibson, Mary H.
Galbraith, Fannie H.
Geddes, Mary M.
Gould, Ford M.
Graham, George H., M.A.
Gilliland, Mary R.
Greaves, Helen.
Heather, Grace M.
Hale, Dorothy L.
Hopkins, Marguerite V.
Hammond, William G.
Hogarth, Hazel M.
Hall, Robinson A.
Hardy, Jessie R.
Hunt, Abigail.
Henry, Reta I.
Hartley, Emily M.
Hodgson, Mattie E.
Hoag, Percy W.
Irwin, Mary O.
Johnston, Florence M.
Johns, Thomas E.
Judd, William J.
Johns, Nancy L.
Kenyon, Grace.
Kirkwood, Eva V.
King, Annie A.
Kelly, Mabel L.
Kennedy, Mildred H.
Krug, Elizabeth A.
Logan, Meryol E.
Lee, Elizabeth D.
Love, Dorothy.
Lister, Clara I.
Lauber, Stella B.
Lalande, Mary B.
Love, Kathleen.
LeBoeuf, Emilie A.
McCaw, Kathleen P.
McCartney, Mary E.
McNabb, Allan P.
McAlpine, Agnes.
McLeod, Annie.
McLaughlin, Vivian.
MacGregor, John S.
MacKinnon, Helen C.
MacPherson, Rose.
Macdonald, Jean M., B.A.
Mungovan, Marguerite K.
Middough, Bessie I.
Murphy, Ruth M.
Murphy, Marguerite.
Muirhead, Jessie L., B.A.
Matchell, Ethel M.
Maus, Janet W., B.A.
Matthews, Ruby A.
Mather, Ana I.
Murchison, Mary B.
Milliken, Coral.
Petrie, Margaret.
Pow, Arthur W.
Pass, Clara A.
Payne, Kathleen M.
Peddie, Mary H.
Ross, Susan J.
Rutherford, Myrtle.
Robinson, Bertha E.
Steen, Elda G.
Shortt, Mrs. Rae M.
Shortt, Mrs. Evalena.
Simpkins, Helen M.
Spooner, Nellie E., B.A.
Sanderson, Elizabeth M.
Sangster, Grace.
Stover, Jane E.
Scott, Helen W., B.A.
Stouffer, Archibald.
Switzer, Kathleen R.
Sarjeant, Helen M.
Stong, Annie A.
Short, John H.
Simon, Cleda F.
Sweezey, Edna M.
Smyth, Alice C.
Turner, Hattie C.
Tranter, Hazel M.
Terry, Ruby E.
Thompson, Hope.
Vickery, Beatrice I.
Vardon, Muriel D.
Walls, Lillian.
Wilson, Elizabeth A.
Watson, Louisa S.
Warrell, Edith A.
Wilson, Jean R.
Walker, Annie.
Watson, Muriel H.
Wright, Edna.
Wilson, Nora E.
Walker, Gladys I.
Warren, Cecile V.
Wynn, Alma V.
Whale, Violet P.
Whiteman, Margaret.
Wordsworth, Margaret D.
Wilson, Laura I
Young, Laura G.
Yates, Blanche V.

VI. Permanent Second Class Certificates

Abra, Mabel M.
Abbott, Gladys M.
Armstrong, Dorothy M.
Allen, Edna L. M.
Aldcorn, Agnes J.
Alexander, Mary.
Atkinson, Sara E.
Andrews, Winnie I.
Adams, Jessie E.
Abel, Olive M.
Allen, Marion E.
Armour, Elma.
Arnold, Edith M.
Armstrong, Aggie J.
Almas, Mabel J.
Armour, Marguerite.
Anderson, Lena R.
Ainslie, Helen I.
Aitken, Margaret I.
Burgess, Margaret A.
Beneteau, Constance.
Beattie, Clara F.
Borst, Mrs. Beatrice H.
Bacon, Vera L.
Bonham, Ella M.
Bigelow, Bessie R.
Bishop, Lillian M.
Best, Norma E.
Bongard, Mrs. Cora L.
Baxter, Isabelle A.
Baxter, Anne S.
Bonnycastle, Helen M.
Benn, Luella L.
Baird, Myra H.
Burns, Sadie E.
Brooke, Lyla.
Burt, Grace.
Best, Hilda P. C.
Barber, Pearle.
Barr, Daisy A.
Brown, Inez E.
Brown, Margaret E.
Broadwood, Florence E.
Buchanan, Lulu M.
Brydges, Annabell.
Ballantyne, Anna L.
Blakely, Mabel B.
Brown, Ethel G.

VI. Permanent Second Class Certificates.—Con.

Brealey, Rheta A.
Bryan, Christena I.
Bedford, Hilda M.
Bell, Ruth.
Baird, Frances V. .
Burchill, Electa.
Bowland, Beatrice B.
Bowman, Lila.
Bowes, Isabel.
Broadfoot, Annie.
Bain, Helen.
Blanchard, Evelyn H.
Broadwood, Marjorie G.
Burchell, Verna.
Bryden, Winona I.
Bateman, Ruth I.
Butler, Veronica L.
Blanchfield, Agnes A.
Brown, Nellie M.
Brown, Bella.
Bradd, Margaret H. J.
Birkett, Elsie M.
Burke, Margaret A. (Sr. M. Clotilde.)
Boyle, Rachael E.
Brunder, Ella M. (Sr. M. Teresa.)
Black, Ketha.
Bruckner, Jean F.
Blair, Mary B.
Brimson, Elva E.
Bricker, Hilda M.
Breedon, Ethyle M.
Barnes, M. Ruperta.
Bradley, Emma F.
Bradley, Idella M.
Barnes, Vera.
Bierworth, Hilda E.
Barr, Dora I. M.
Barber, Winnifred E.
Burgess, Verna W.
Bornhold, Ruth E.
Barth, Frederick J.
Boyd, Maud L.
Bright, Amy E.
Booth, K. Winnie.
Brenchley, Mayme R.
Buchanan, Myrtle M.
Beaumont, Nellie.
Brackett, Lola M.
Barney, Elizabeth M. (Sr. M. Gonzaga.)
Byrne, Frances S.
Brown, Mary V.
Brohmann, Alfred.
Bateson, Ilda A.
Boehler, Kathleen.
Black, Hazel E.
Bates Mary E.
Burritt, Nellie M.
Baker, Lillian H.
Breen, Hazel M.
Benner, Mary J. W.
Bruce, Ruby D.
Batters, Susan.
Barron, Belle B.
Black, Lillian P.
Bickell, Julia C.
Baxter, Gladys C.
Cheney, Mary J.
Campbell, Florence A.
Carlton, Mrs. Elsie M.
Campbell, Annie.
Currie, Ida G.
Cassidy, Kathleen C.
Cantelon, Harold R.
Carey, Agnes B.
Curtin, Gladys H.
Conway, Annie M.
Courtney, Elsie G.
Craig, Mary L.
Cuthbertson, Edith B.
Crump, Myrtle I.
Caldwell, Lawrie M.
Cavanagh, Laura M.
Cuthbertson, Kathleen G.
Crawford, Isabel.
Cruse, Cora M.
Cox, Amelia M.
Calderwood, M. Helen.
Camm, Mary I.
Clemens, Mabel I.
Collins, Ida M.
Cannon, Hattie.
Collins, Mary H. (Sr. M. Paschal.)
Clark, Vera L.
Cook, Elsie M.
Clark, Mary (Sr. M. St. Vincent.)
Campbell, Verna.
Coleman, Verna.
Christie, Dora.
Core, Catherine M.
Carbert, Alice.
Corbett, Mary L.
Cale, Ruth S.
Campbell, Fred. A.
Connelly, Rita.
Carruthers, Princess E. M.
Carriveau, Annie F.
Cowain, Mary A.
Conley, Tena B.
Clark, Edith.
Cutler, Dorothy.
Culbert, Ina M.
Curry, Gladys A.
Campbell, Carrie M.
Campbell, Ida M.
Cameron, Ilah P.
Cross, Eva B.
Crawford, Maud.
Cole, Mildred F.
Cowan, Luella E.
Clark, Mary B.
Chaseley, Mabel.
Clare, Florence M.
Clark, May.
Cameron, Hettie T.
Cameron, Edna C.
Crowe, Mary F.
Carr, Sara.
Cleland, Ina.
Cunning, Edith E.
Draper, Annie G.
Dunlop, Annie M.
Downs, Julia R.
Dalby, Enid E.
Dillon, Marie A.
Danard, Edna M.
Dolmage, Elizabeth K.
Drennan, Pearl I.
Dunn, Margaret I.
Down, Myrtle A.
Dunn, Leonora.
Daley, Jessie K.
Demman, Sadie E.
Dobberman, Elsie A.
Dicks, Emily H.
Drapeau, Aurore (Sr. St. Audre Corsini.)
Dickson, Dorothy F.
Dertinger, Alice (Sr. M. Anastasia.)
Duffin, Georgina R.
Dorrance, Mabel.
Davidson, Lillian H.
Dodge, Dena M.
Dietrich, Rufina (Sr. M Josepha.)
Dickson, Mary E.
Doherty, Nellie.
Duck, Annie G.
Dunlop, Florence S.
Dodsworth, Georgiana.
Deacoff, Gertrude.
Drost, Stella C. (Sr. Cyprian.)
Dennis, Eva.
Dillon, Loretto. M.
Duffy, Mabel.
Duffield, Alma A.
Doyle, Genevieve.
Deck, Beatrice.
Dewan, Mary E.
Donnelly, Verna A.
Delahunt, Edna M.
Dever, Ida G.
Dool, Reta P.
Dutot, Ruth L.
Doan, Hugo. F.
Drohan, Mary F.
Douglas, Gladys M.
Dunning, Margaret E.
Darling, M. Claire.
Davidge, Minnie.
Davis, Alma H.
Eastcott, Constance E. H.
Emery, Dorothy L.
Ellis, Ruth.
Elliott, May L.
Elliott, Margaret E.
Evans, Olive I.
Elliott, Viola M.
Elliott, Anna M.
Eydt, Adeline A.
English, Mary.
Edgecombe, Ethelwyn.

VI. Permanent Second Class Certificates.—Con.

Elsley, Helen H.
Edwards, George F.
Easson, Catherine K.
Eckardt, Winnifred.
Egan, Katherine A.
Earle, Evelyn M. P.
Elliott, Sophie C.
Ferguson, Isabel G.
Flurey, Katherine A.
Frost, Marjorie G.
Firth, Maggie I.
Ferguson, Janet W.
Farlinger, Ada.
Falkins, Mae.
Ferguson, Hazel M.
Farrill, Mildred A.
Ferguson, Norma G.
Feely, Clara B.
Fitzgerald, Jennie V.
Fisher, Marie T.
Feeney, Marion S.
Fennell, Mildred H.
Fleming, Mellicent A.
Frazer, Mary.
Freeman, Gertrude C.
Farrant, May M.
Fallis, Frances. M. M.
Fairchild, Olivia.
Falls. Iva. A.
Fisher, Myrtle A.
Farrell, Nellie.
Fenn, Ruth I.
Francis, Lilian F.
Field, Rheta F.
Fawcett, Marjorie I.
Galbraith, Mary C.
Greenwood, Edith.
Gollins, Effie M.
Green, Lila V.
Green, Lois M.
Geddes, Annie E.
Gubbins, Roberta I.
Gardiner, Annie.
Grieve, Helen M.
Gregory, Sara E.
Green, Kathleen L.
Green, Janet L.
Gray, Gladys M.
Gibson, Hazel M.
Goodwill, Muriel E.
Garragh, M. Evelyn.
Galbraith, Annie.
Gilmour, Charlotte E..
Groves, Estella C.
Glavin, Mary A. (Sr. St. Omer.)
Gardiner, Sarah M.
Gourlay, Jane.
Gerow, Sarah E.
Guenther, Letta R.
Ghent, Jessie M.
Gillogly, Mary J.
Gibbons, Kathleen A.
Gill. Alice D.
Goulding, Hazel E.
Grier, Margaret J. (Sr. M. Winnifred.
Greer, Jessie A.
Gullett, Marjory L.
Gordon, Tula I.
Giles, Elizabeth A.
Glassford, Vivian I.
Giffen, Bertha E.
Griffith, Sara A.
Gleeson, Julia B.
Gaynor, Ethel L.
Granton, Alda M.
Hudson, Mary W.
Holmes, Esther L.
Hart, Lillian M.
Hildebrandt, Alexander A.
Houlahan, Clara, M. A.
Hance, Ruth A.
Hollingsworth, Marion M.
Howse, Arthur T.
Hayes, Fannie M.
Hannon, Mary M.
Horne, Jessie.
Holtorf, Agnes.
Hamilton, Martha.
Howard, Ruth A.
Hall, Robert W. E.
Hawley, Kathleen L.
Hart, Winona J.
Honey, Mary B.
Herron, Rosa E.
Hubble, Agnes M.
Hayter, Ruth A.
Hoeflin, Ada M.
Hinman, Harriett A.
Hanlon, Mary.
Hofstetter, Irene.
Hetherington, Nellie.
Humphrey, Mildred.
Harris, Lottie M.
Hobbs, Vera H.
Hodgins, Myra E.
Hutchison, Mary.
Harper, Leila R.
Hartleib, M. Carrie (Sr. M. Johanna).
Hawkins, Mae (Sr. M. Theophane).
Hobbs, Anna E.
Hubbs, Helen M.
Hagedorn, Elsie C.
Hamilton, Blanche I.
Hardy, Lilian V.
Hornick, Lauretta.
Horricks, Laura A.
Harkin, Gertrude M.
Hamilton, Alice L.
Hayden, Eva B.
Hailstone, Ella M.
Hildred, Effie J.
Hull, Bessie M.
Heslop, Florence B.
Hardie, Bessie M.
Hennessy, Nina A. (Sr. St. Alban).
Hall, Melba E.
Higgins, Frances M.
Hurley, Edna.
Hutson, Mary E.
Howarth, M. Winifred.
Holmes, Harold S.
Hammar, Elizabeth M.
Holtzman, Beulah.
Hudelmaier, Florence B.
Henry, Elizabeth.
Harron, Florence M.
Hunter, Etta L.
Haist, Martha A.
Halladay, Beatrice M.
Heaslip, Cora.
Heywood, Evelyn.
Hogarth, Evelyn M.
Harswell, Hazel A. E.
Innes, Nora M.
Ingall, Vera A.
Irwin, Coral A.
Irwin, Edwina H.
Isaac, Oni.
Jackson, Sara E. M.
Johnson, Kathleen A.
Johnston, Edythe E.
Johnston, Amy.
Johnston, Elizabeth M.
Jackson, Nelda B.
Jackson, Ada M.
James, Mary J.
Jermyn, Laura O.
Jenkins, Adelaide E.
Johnston, Jean R.
Jackson, Teresa K.
Jameson, Gladys C.
Johnston, Charlotte L.
Jones, Gladys W.
Justin, Margaret P.
Jay, Eva F.
Jacques, Dorothy E.
Jordan, Teresa.
Jackson, Alzena J.
Johnson, Eliza.
Johnston, Mary E.
Johnston, Esther M.
Johnson, Gertrude S.
Jones, Blanche.
Jordan, Molly E.
Kennedy, Lila E.
Kratz, Edith.
Kerr, Mabel R.
Kirke, Kathleen M.
Kellaway, Bessie.
Kennedy, Maude A.
Kerr, Ruby O.
Kehoe, Kate.
Kelly, Edna B.
Kleinfeldt, Susan E.
Kerr, Margaret B.
Kirkwood, Gladys G.
Kerr, Alma M.
Karr, Ivy I.
Kempton, Tabitha M.
Kendrick, Helen M.
Keelan, Irene C. (Sr. M. Giles).

VI. Permanent Second Class Certificates.—Con.

Knechtel, Walter M.
Kennedy, Inez M.
Kennedy, Nellie.
Kaiser, Ora C.
Kennedy, Lilian L. (Sr. M. Celestine).
Kearney, Creta M.
Kerruish, Edna M.
Kalbfleisch, Freda M.
Keaney, Annie B.
Kennedy, Muriel E.
Kirby, Caroline M.
Lehrbass, Frieda M.
Lyons, Beatrice C.
Laidlaw, Anna. H.
Lounsbury, Muriel B.
Lennox, Addie J.
Long, Jennie M.
Lennox, Grace M.
Locke, Muriel K.
Long, Helen.
Loney, Marjorie M.
Lawrence, Edith M.
Levitt, Pearl.
Lawrence, Lena B.
Linn, Mabel M.
Lake, Ivy.
Leckie, Edith H.
Leach, Beatrice M.
Latimer, Emma E.
Lochart, Vera.
Locklin, Mae.
Louch, Annie E.
Love, Pearl.
Leonard, Marguerite M.
Laundy, Gladys E.
Leitch, Jessie F.
Lynchke, Frances M.
Lawson, Mary C.
Lincè, Esther M.
Lang, John H.
Long, Hattie G.
Longstreet, Bonnie.
Loveland, Mary E. (Sr. M. Laurentia).
Lynett, Joseph.
Lynch, Verna.
Laverty, Charlotte M.
Moore, Carrie A.
Matthews, Norma.
Masales, Mary C.
Moir, Agnes W.
Morley, Ruth.
Mitchell, Edith E.
Merritt, Ellen D.
Moyer, Hazel I.
Mitchener, Flossie I.
Miller, Revah E.
Martin, Una G.
Morrison, Christina E.
Macklin, Ethel G.
Martin, Grace E.
Morris Maude M. (Sr. M. Edwardine).
Marsh, Beulah M.
Midgely, Jennie R.
Mullen, Nellie G.
Manning, Leatha M.
Mounce, Lizzie M.
Murray, Helen M.
Milne, Margaret J.
Meagher, Alma C.
Miller, Annie S.
Murray, Madeleine.
Martin, Helena (Sr. M. Caia).
Morrison, Lila I.
Merrick, Mary P.
Moffatt, Clara E.
Marcellus, Kathryn M.
Morris, Lillian A. M.
Marsh, Tena.
Middleditch, Margaret I.
Millikin, Louise.
Muir, Mary A.
Master, Grace.
Mountain, K. Shirley.
Martin, Edith P.
Munro, Amy.
Marshall, Annie N.
Moffat, Alexia E.
Martin, Ida J.
Maxwell, Jean E.
Miehlhausen, Sylvia C.
Miller, Edna L. P.
Mosley, Annie.
Mosley, Elsie.
Meredith, Laura M.
Munro, Malcolmina.
Mayhew, Vivian P.
Martin, Georgina M.
Miller, Della.
Munro, Edna E.
Munt, Winnifred S.
Matheson, Margaret A.
Moorehead, Clara M.
Moore, Dorothy B.
MacDevitt, Mrs. Wilhelmina M.
MacDonald, Margaret J.
MacKinnon, Florence.
MacDonald, Margaret D.
MacLaurin, Margaret.
Macdonald, Annie.
MacGregor, Rubena R.
Mackenzie, Anna.
MacTavish, Elizabeth.
MacArthur, Annie H.
Macdonald, Roberta.
MacKenzie, Grace R.
MacDonald, Sadie F.
MacDermid, Pearle.
MacNeil, Marion L.
MacIntyre, Margaret H.
McMullen, Gladys L.
McLean, Grace.
McMillan, Madge.
McCord, Evelyn M.
McLean, William P.
McGuirl, Allan C.
McKinnon, Elizabeth A.
McAuley, Margaret F.
McCordic, Via B.
McAfee, Irene.
McCarten, Kathleen M.
McDonald, Eva M.
McLeish, Marjorie.
McFarlane, Effie M.
McPherson, Margaret M.
McClure, Jean K.
McArton, Elsie.
McKnight, Lulu B.
McLeod, Elizabeth.
McCulloch, Edna K.
McMahon, Hazel I.
McKnight, Lena M.
McLaughlin, Mirian A.
McIntyre, Hannah F.
McKenzie, Ruth M.
McEvoy, May A. (Sr. St. Cleta).
McMullen, Samuel.
McLachlan, Archie T.
McLean, Tena E.
McKee, Alice L.
McNeill, Vivian M. F.
McCordic, Hannah G.
McMahon, Edna N.
McNamara, Wilfrid O.
McGuire, Florence E.
McAdam, Martha E.
McArthur, Lillian H.
McKenzie, Jean I.
McLachlin, Margaret E.
McCrimmon, Sara M.
McGill, Margaret H.
McLeod, Carrie.
McKibbon, Edna R.
McLean, Maria A.
McMaster, Agnes A. V.
McCulloch, Elsie M.
McConnell, Cenoe.
McInnis, Grace W.
McKinlay, Nettie.
McQuaker, Agnes.
McQueen, Violet.
McMechan, Clara E.
McCurdy, Vera C.
McEwen, Selena P.
McFadden, Emily M.
McGeary, Wynnifred.
McLean, Mary.
McLean, Beatrice E.
McKernan, Mary E.
McCannel, Ora M.
McNally, Alice M.
Newhouse, Marietta E.
Newman, Olga H.
Nicholls, Nellie M.
Nurse, Olive I.
Newton, Elizabeth U.
Newman, Lillian B.
Nicholls, Florrie M.
Noonan, Patricia.
Newell, Florence M.
Nichol, Annie M.
Needham, Anna.
O'Malley, Mary A.
O'Grady, Martha.
O'Neill, Margaret.
Orr, Margaret O.

VI. Permanent Second Class Certificates.—Con.

Oliver, Eliza A.
Orr, Bessie M.
O'Brien, Janie A.
Oliver, Jessie E.
Oestreicher, Lydia E.
Ottewell, Frances G.
Olds, Bertha T.
O'Brien, Olive M.
O'Connell, Mary E.
O'Reilly, Maude M.
O'Brien, Alice J.
Owens, Catharine.
Paterson, Madeline R.
Prosser, Joy.
Proudfoot, Mrs. Catherine.
Pye, Alice C.
Pye, Eva K.
Powell, Joan L.
Perkin, Ivy L.
Philp, Vivien W.
Poast, Alma G. W.
Pilsworth, Adeline E.
Pritchard, Mina.
Phelan, Margaret M.
Philip, Grace C.
Payne, Frances E.
Pullen, Lela.
Payette, Blanche R.
Plunkett, Grace A.
Park, Sara E. M.
Parker, Thelma.
Pope, Audrey L.
Price, Mrs. Pearl.
Powers, Raymond L.
Peden, Flora M.
Phillips, Helen G.
Purvis, Janet G.
Palmer, Hazel B.
Pettit, Zita M.
Percival, Jessie E.
Queenan, Katie.
Rutherford, Jean C.
Riddell, Margaret E.
Robinson, Elsie I.
Renwick, Florence M.
Ruby, Kathleen M.
Ramsay, Queenie.
Robertson, Hilda K.
Russell, Bella L.
Reynolds, Hannah L.
Ruttan, Mary.
Ralph, Lilian A.
Robinson, Lelia M.
Richardson, Cecelia D.
Rowsom, M. Arilla.
Riley, Kathleen.
Roe, Florence A.
Rutherford, Gertrude L.
Ritchie, Della J.
Reynolds, Lillie.
Roberts, Nellie J.
Reynolds, Edith M.
Reynolds, Albert.
Reid, Katherine B.
Ross, Clarence M.
Ritchie, Mary E.
Robinson, Eva.
Reid, Grace M.
Robertson, Edna R.
Richardson, Pauline M.
Ralph, Florence K.
Rutherford, Kate M.
Robinson, Christine A.
Ramage, Elizabeth R.
Rutherford, Marion E.
Redmond, Mae L.
Rembe, Helena H.
Rowntree, Tressea A.
Ross, Eula I.
Ross, Isa E.
Riddle, Gertrude I.
Reycraft, Elena.
Reed, Jean.
Riordan, Edward M.
Richards, Helen L.
Ross, Mona A.
Ross, Christina.
Railton, Myrtle.
Robb, Gladys E.
Rothmann, Flora M.
Robertson, Jean P.
Reycraft, Ada G.
Robbins, Harry M.
Russell, Ruth H.
Rutherford, Charles H.
Ross, Mrs. Annette.
Steer, Oliver M.
Stewart, Marion.
Sloan, Edna V.
Smith, Edith F.
Shearer, Helen.
Sage, Dorothy H.
Stevens, Lillian E.
Smibert, Kathleen.
Smith, Lucy A.
Shaver, Jessie A.
Smith, Muriel J.
Smail, Bertha M.
Singleton, Edna E.
Stinson, Verna L.
Scott, Edna.
Smith, Amy.
Scott, Eleanor W.
Stout, Edith M.
Smith, Nora C.
Stobo, Mary G.
Smyth, Susie I.
Sheppard, Vera.
Smith, Mabel A.
Sherk, Mrs. Olive.
Smith, Myrtle A.
Swain, Audrey.
Seaman, John R.
Scott, M. G. Jeanne.
Sutherland, Agnes G.
Shaw, Essie A.
Selmann, Sadie L.
Sullivan, Vera.
Schwartz, Matilda E.
Steer, Louella V.
Smith, Alice M.
Scott, Margaret F.
Short, Annie E.
Smith, Alice M.
Stetler, Clara M.
Somerville, Hannah E. I.
Scott, Lorene J.
Slater, Blanche I.
Snyder, Mary E.
Synnott, Norman.
Schaefer, Anna D.
Sheppard, Mary N.
Sinclair, Agnes H.
Swerdfager, Ina M.
Shaver, Gladys.
Sanderson, Ruby J.
Staley, Helena (Sr. Mary Louise).
Stock, Leonore (Sr. M. Henrietta).
Staply, Sarah A.
Seymour, Marguerite.
Schenck, Mary F. A. (Sr. M. St. Lewis).
Scharf, Minnie B.
Scott, Edith M.
Stanfield, Laura L.
Somerville, Myrtle J.
Scott, Helen M.
Sweet, Helen E.
Sanders, Edith M.
Schnekenburger, Mattie.
Steele, Ada.
Scott, Muriel G.
Sturgeon, E. Lemoine.
Sterling, Mary.
Sparling, Lyla M.
Stockwell, Mrs. Annie E.
Smith, Lillie E.
Sutherland, Catharine B.
Thomson, Margaret W.
Titus, Hazel A.
Turner, Edna M.
Triebner, Florence L.
Teasdale, Joseph R.
Truax, Constance C.
Thomas, Grace.
Tolhurst, Leonora.
Tripp, Hazel F. I.
Trotter, Evelyn M.
Taylor, Edna E.
Thompson, Winnifred E.
Tuttle, Mrs. Lila G.
Tichborne, Olive M. W.
Tobin, Mary L.
Tucker, Margaret C.
Thurston, Dell.
Thom, Isabel M.
Traves, Beatrice.
Tinney, Rosa E.
Taylor, Sara M.
Tweedy, Bertha.
Towriss, Lottie E.
Taylor, Ethel A.
Thompson, Blanche G.
Tighe, Mary F. O. (Sr. M. St. Basil).
Theobald, Florence B.

VI. Permanent Second Class Certificates.—Con.

Thomson, M. E. Fern.
Taylor, Eva M.
Tate, Ellen.
Thompson, Dorothy.
Thomas, E. May.
Topping, Eva J.
Tobin, Violet.
Thompson, Leah M.
Ventress, Helen E.
Vantsone, Gertrude.
Venning, Nellie M.
Vickers, William.
Vance, Jean V.
Vining, Harriete J.
Walker, James G.
Watt, Mrs. Wilhelmina.
Wilkinson, Florence E.
Watson, Cedric E.
Wismer, Lulu M.
Willard, Hattie J.
Williams, Edith G.
Westlake, Alice E.
Weegar, Ena D.
Willcox, Gertrude.
Wilson, Richard E.
Waddell, Edith.
Wing, Muriel L.
Wilson, Eleanor E.
Wanklin, Geneva.
Wade, Mary.
Willard, Ethel M.
Walker, Janet I.
Wood, Ruby H.
Walden, Nora.
Weinert, Charlotte M.
Woodworth, Leila M.
Wilson, Gertrude L.
Williamson, Jessie L.
Woods, Nina R.
Ward, Frieda C.
Wallace, Felicia D.
Waring, Clara I.
Whiting, Florence M.
Willan, Eva M.
Wilton, Susie E.
Wynn, Florence A.
Welsh, Helen.
Ward, Florence H.
Wright, Edith G.
Walsh, Katie M.
Willis, Ada V.
Wakeford, Vera V.
Watson, James R.
Wolfe, Mary E.
Warmington, Edna J.
Werry, Alice G.
Waugh, Ella E.
Wood, Libbie.
Woods, Anna.
Webb, Rachel E.
Yelland, Vivian G.
Young, Rhoda M.
Young, Mary M.
Zurbrigg, Mildred T.
Zimmer, Charlotte (Sr. M. Oswald).

VII. Kindergarten Directors' Certificates

Leggott, Ethel M.
Steele, May K.

VIII. Permanent Kindergarten-Primary Certificates

Claris, Edna P.
Coyne, Erma L.
Cunningham, Beatrice.
Davidson, Susan G.
Ferguson, Mrs. Estelle.
Gearing, Marguerite.
Hall, Ethel M.
Heaman, Annie V.
Jackson, Flora L.
Johnson, Lulu A.
Mair, Winnifred M.
Macpherson, Edith.
McCrae, Edith.
Ormiston, Jessie M.
Peacock, Mary A.
Robertson, Florence M.
Rankin, Mary C.
Robb, Alma F.
Rough, Susie P.
Simpson, Lena R.
Sparling, Chryssa A.
Sproule, Thomasene.
Thomson, Margaret.
Tyler, Hilda.
Watson, Winifred.
Woods, Marjorie H.

IX. Manual Training Certificate

Permanent Ordinary

Smyth, William E.

X. Household Science Certificates

Permanent Ordinary

Campbell, Clara L.
Munt, Grace F.
McNally, Frances.

XI. Professional Certificates, 1918

—	No. of Candidates	Extra Mural Students	High School Permanent Certificates	High School Interim Certificates	Permanent Provincial First Class Certificates	Interim First Class Certificates	Permanent Second Class Certificates	Interim Second Class Certificates	Limited Third Class Certificates, valid for five years	District Certificates, valid for one or two years	Extended District Certificates (Academic Course)	Total number of Certificates
Faculties of Education	280	34	.....	84	.....	186	....	14	.....	.....	.....	284
Normal Schools	1473	135	.....	....	.....	....	....	1351	207	.....	.....	1558
Autumn Model Schools	86	4	.....	....	.....	....	....	....	86	2	.....	88
English-French Model Schools	102	....	.....	....	.....	....	....	....	49	.....	.....	49
Summer Model Schools	276	....	.....	....	.....	....	....	....	63	116	73	252
Certificates issued on *pro tanto* standing	....	....	.....	....	.....	....	....	8	21	.....	.....	29
Interim High School Certificates, issued on reaching 21 years of age	*93	....	.....	....	.....	....	....	....	.....	.....	.....	93
Interim Certificates made permanent	....	....	203	....	151	....	881	....	.....	.....	.....	1235
Total number of newly certificated teachers	....	....	.....	84	.....	186	....	1373	426	118	.....	2187

*These previously held Interim I Class Certificates.

Household Science

Number of Interim Ordinary Certificates 22
Number of Interim Specialist Certificates 9
Number of Permanent Ordinary Certificates 3

Manual Training

Number of Interim Ordinary Certificates 4
Number of Interim Specialist Certificates 2
Number of Permanent Ordinary Certificates 1

Kindergarten Certificates

Number of Interim Kindergarten-Primary Certificates 17
Number of Permanent Kindergarten-Primary Certificates 27

Physical Culture Certificates

Number of Interim Elementary Physical Culture Certificates (Faculty of Education) 77

Summer School Certificates

Elementary Agriculture and Horticulture (Interim) 123
Intermediate Agriculture and Horticulture (Interim) 9
Elementary Art (Interim) 54
Supervisors in Art (Interim) 57
Specialists in Art (Interim) 39
Specialists in Commercial Subjects (Interim) 4
Farm Mechanics (Interim) 9
Kindergarten-Primary (Interim) 11
Elementary Manual Training (Interim) .. 6
Elementary Vocal Music (Interim) 18
Supervisors in Vocal Music (Interim) 9
Elementary Physical Culture (Interim) .. 75
Supervisors in Physical Culture (Interim). 48
Specialists in Physical Culture (Interim).. 85

NOTE—In addition to the above, twenty Interim Certificates in Elementary Physical Culture were granted on *pro tanto* standing.

Number of Interim Elementary and Supervisors' Certificates made permanent 10

XII. Temporary Certificates issued in 1918

Inspectorate	Number during 1st half year	Number during 2nd half year	Inspectorate	Number during 1st half year	Number during 2nd half year
Bruce, E	7	9	Renfrew, N	1	6
Bruce, W	3	.....	Renfrew, S	4	12
Carleton, E	4	3	Simcoe, N	2	.....
Carleton, W & Lanark, E.	4	7	Simcoe, S	1	.....
Dufferin	4	1	Stormont	2	1
Elgin, E	1	.....	Victoria, W	1	2
Essex, N. (in part only)	2	.....	Waterloo, N (No. 1)	1	.....
Essex, S	3	1	Waterloo, S (No. 2)	1	.....
Frontenac, N., & Addington.	20	38	Wellington, N	1	.....
Frontenac, S	5	12	Wellington, S	3	.....
Glengarry	5	.....	Wentworth	1	.....
Grey, E	.....	2	York, N	2	.....
Grey, S	5	1			
Grey, W	3	1	District Divisions:		
Hastings, Centre	1	6	No. I	15	11
Hastings, N	5	11	No. II	19	2
Hastings, S	5	3	No. III	6	6
Kent, W	3	.....	No. IV	9	7
Lambton, W. (No 1)	2	.....	No. V	9	3
Lambton, E. (No. 2)	1	.....	No. VI	6	10
Lanark, W	13	13	No. VII	15	18
Leeds and Grenville, No. 1.	3	1	No. VIII	10	20
Leeds and Grenville, No. 2.	2	.....	No. IX	26	30
Leeds and Grenville, No. 3.	7	1	No. X	5	8
Lennox	12	13	No. XI	8	11
Lincoln and Pelham Tp	1	.....	No. XII	.....	16
Norfolk	4	.....	English-French Divisions:		
Northumberland & Durham			No. IA	1	.....
West, No. 1	3	.....	No. IIA	11	1
Centre, No. 2	2	2	No. IB	.....	1
East, No. 3	6	1	No. IIB	21	3
Ontario, N	2	.....			
Ontario, S	4	2	R.C. Separate Sch. Divisions:		
Oxford, N	1	.....	No. I	4	.....
Oxford, S	2	.....	No. II	.....	1
Peel	4	.....	No. III	4	2
Peterborough, E	7	6	No. IV	8	9
Peterborough, W. &			No. V	9	34
Victoria, E	1	2	No. VI	2	9
Prescott and Russell	7	27			
Prince Edward	3	.....	Totals	375	386

APPENDIX T

ORDERS-IN-COUNCIL

Miss Louise Fearson appointed teacher in the School for the Deaf, such appointment to date from 15th Jan., 1919. Approved, 9th January, 1918.

Hon. Haughton I. S. Lennox, Justice of the Supreme Court of Ontario, appointed a Commissioner to inquire into and report upon the Building Department of the Board of Education of the City of Toronto, as requested by said body. Approved 9th Jan.

List of Schools and Teachers as contained in pamphlet dated November, 1917, approved 14th Jan.

Reports of Departmental and Matriculation Associate Examiners as contained in Circular 66, approved 17th Jan.

Agreement made with the Macmillan Company of Canada, Limited, respecting the right to print, publish and supply the "Ontario High School Physical Geography." Approved 18th Jan.

Agreement made with William Briggs, as Book Steward, Toronto, respecting the right to print, publish, and supply the "Ontario Teachers' Manual on Elementary Agriculture and Horticulture." Approved 23rd Jan.

Regulations, Professional Courses, and Examinations for Public School Inspectors' certificates, as contained in Circular No. 80, approved 29th Jan.

Agreement made with the Canada Publishing Company, Limited, of Toronto, respecting the right to print, publish, and supply the "Ontario High School Reader." Approved 29th Jan.

Agreement made with the Canada Publishing Company, Limited, respecting the right to print, publish, and supply the "Ontario High School English Grammar." Approved 29th Jan.

Miss Agnes C. Hanahoe appointed Head Mistress of the Girls' Model School at Ottawa. Approved 4th Feb.

George Chandler appointed Fireman and Watchman of the Normal and Model Schools, Toronto. Approved 18th Feb.

Agreement made with the Educational Book Company of Toronto, Limited, respecting the right to print, publish, and supply the "Ontario School Bookkeeping, Second Course." Approved 25th Feb.

The following appointments to the staff of the Ottawa Normal Model School, approved 25th February:—

C. P. Halliday, teacher.
Miss Lilias Henderson, Kindergarten-Primary teacher.
Miss A. H. Baker, Kindergarten teacher.
Miss Norma McRitchie, Assistant Kindergarten teacher.

Also Mr. Milton Sorsoleil appointed Principal of the Toronto Normal Model School.

C. S. Nicholson appointed Farmer and Agricultural teacher at the School for the Deaf, Belleville. Approved 7th March.

Miss M. K. Caulfeild appointed Headmistress of the Girl's department of the Toronto Normal Model School. Approved 15th March.

Instructions *re* Junior High School Entrance and Junior Public School Graduation Examinations for 1918, as contained in Circular 57, approved 15th March.

A. M. Burnham appointed Clerk under Departmental Examinations. Approved 26th March.

Special Regulations for the Medical and Dental inspection of Separate Schools, approved 27th March.

Instructions regarding Teachers' and Inspectors' Superannuation Act, as contained in Circular 31, approved 19th April.

Instructions to School Inspectors regarding the apportionment of the Legislative Grants, as contained in instructions Nos. 12 and 13, approved 19th April.

Miss Dora Allen appointed Secretary and Stenographer to the Deputy Minister of Education, Miss Jessie Craig appointed as Stenographer under the Public Libraries Branch, and Miss Winifred Courtney appointed Clerk and Stenographer under Departmental Examinations, said appointments to take effect from 1st May, 1918. Approved 23rd April.

Agreement made with the Copp, Clark Company, Limited, of Toronto, respecting the right to print, publish, and supply "The Ontario Standard Note Book." Approved 1st May.

Provisions of Circular 27 respecting the employment of school pupils on farms in Ontario, so amended that similar employment elsewhere may be accepted. Approved 2nd May.

Empire Day Programme as contained in the pamphlet, and the Summer Courses and Examinations in 1918 for teachers, approved 9th May.

Text-book regulations as contained in Circular 14, and the Literature selections of 1919 as contained in Circular 58, approved 29th May.

Notwithstanding any existing regulations and the terms of the Order-in-Council of 19th June, 1917, classes beyond Form V in operation in certain public and separate schools to be admitted to write at the Departmental Examinations in June, 1918, on the same conditions as candidates from Continuation Schools, and such schools shall be deemed as coming under the Regulations relative to enlistment and farm employment. Approved 23rd May.

Harry Bertram Anderson, M.D., appointed Official Medical Referee to perfrom the duties prescribed in subsection 4 of section 11 of the Teachers' and Inspectors' Superannuation Act. Approved 6th June.

Geo. F. Rogers, B.A., appointed High School Inspector, the appointment to take effect 1st Sept., 1918; J. M. McCutcheon, B.A., B.Pæd., appointed Departmental Master at the London Normal School, said appointment to take effect 1st July, 1918; and W. I. Chisholm, M.A., appointed Assistant Chief Inspector of Public and Separate Schools. Approved 12th June.

Mrs. Balis, Miss Ada James, Miss Mary Bull, Miss N. Brown, and Mr. D. R. Coleman, teachers in the Manual Training department of the School for the Deaf, granted special certificates enabling them while employed on the teaching staff of said school to become eligible as contributors to the Teachers' and Inspectors' Superannuation Fund. Approved, 13th June.

Principal Radcliffe, of the London Normal School, appointed acting Principal of the Toronto Normal School, and John Dearness appointed Acting Principal of the London Normal School, said appointments to take effect 1st Sept., 1918. Approved, 9th July.

Alonzo J. Madill, B.A., appointed Science Master at the Normal School, Peterborough, for one year from 1st Sept., 1918. Approved 12th Aug.

Regulations and Courses for the English-French Model Schools for 1918-19 as contained in Circular 4½, and the Regulations, Courses of Study and Examin-

ations of the Autumn Model Schools for the Session of 1918, as contained in Circular 4, approved 15th August.

The following persons appointed Literary Teachers at the School for the Deaf, Belleville, for one year commencing 1st Sept., 1918: Misses G. Springer, V. Handley, E. Panter, B. Riordan, F. Currie, L. Fearson, N. Brown, I. Palen, M. Hitchcox, I. Aherne, K. B. Scott, Ethel Nurse, Lena Carroll, Grace Graham. Approved 22nd August.

Miss Rose Lynch appointed as teacher in the Ottawa Normal School, said appointment to take effect 1st Sept., 1918. Approved 28th Aug.

Thomas E. Clarke, B.A., B.Pæd., appointed Departmental Master at the London Normal School, Adrian Macdonald, M.A., appointed Departmental Master at the Peterborough Normal School, and Charles McDowell, appointed Inspector of Public Schools, said appointments to take effect 1st September, 1918. Approved 28th August.

Course in History for the Junior High School Entrance Examination, revised 1918, as contained in Circular 35, approved 28th Aug.

"The War and the Schools," special regulations for 1918-19, as contained in Circular 27, approved 3rd Sept.

Miss Gladys M. McClenaghan appointed Assistant Kindergarten teacher at the Ottawa Normal School from 1st Sept., 1918. Approved 3rd Sept.

Harry Bond appointed Chief Engineer at the School for the Blind, said appointment to begin 15th Sept., 1918. Approved 5th Sept.

Paul Greenwood appointed Boys' Supervisor at the School for the Blind for nine months, such appointment to date from 25th Sept., 1918. Approved 10th Sept.

Amendments to the Regulations of the Collegiate Institutes, High and Continuation Schools, and the Public and Separate Schools, as contained in Circular 34 of 1918, approved 17th Sept.

J. C. Logan appointed Writing and Bookkeeping Master at the Ottawa Normal School. Approved 12th Oct.

Particulars regarding the courses in Spanish, as contained in Circular No. 36, approved 19th Oct.

George Walton appointed to the position of Delivery Clerk in the Department of Education, such appointment to date from 1st Nov., 1918. Approved 29th Oct.

Joseph Thompson appointed Storekeeper in the Department of Education, such appointment to date from 1st Nov., 1918. Approved 29th Oct.

Catalogue of books recommended for Libraries of Collegiate Institutes, High Schools, and Continuation Schools, approved 29th Oct.

Agreement made with the Macmillan Company of Canada, Limited, respecting the right to print, publish, and supply "The Ontario High School Physical Geography." Approved 30th Oct.

Agreement made with the Macmillan Company of Canada, Limited, respecting the right to print, publish, and supply "The Ontario Public School History of Canada and The Ontario Public School History of England," bound in a single volume. Approved 30th Oct.

Agreement made with William Briggs, as Book Steward, Toronto, respecting the right to print, publish, and supply "The Ontario Teachers' Manual on Household Science in Rural Schools." Approved 30th Oct.

Reports of the Departmental Examiners on the Midsummer Examinations, as contained in Circular 66, approved 5th Nov.

Mrs. Bertha McGee appointed stenographer in the Department of Education. Approved 20th Nov.

Harry Bond appointed Mechanical Superintendent at the School for the Blind. Order-in-Council passed 5th September, 1918, appointing him as Chief Engineer, rescinded. Approved 23rd November.

John R. Humphreys reappointed a member of the Commission created under the Teachers' and Inspectors' Superannuation Act. Approved 29th Nov.

Joseph Lapensee appointed Assistant Teacher in the Sturgeon Falls English-French Model School, such appointment to commence on 11th Dec., 1918. Approved 11th Dec.

John Gillespie appointed stoker at the School for the Blind, such appointment to date from the 16th December, 1918. Approved 11th Dec.

Charles Payne, appointed engineer at the Peterborough Normal School, such appointment to take effect on 1st Jan., 1919. Approved 11th Dec.

Option between the use of German and Spanish languages in the Courses of the University of Toronto for 1918-19 approved as satisfactory so far as the courses specified are used in the examinations of the Department of Education. Approved 16th Dec.

Provisions and information contained in Circulars 66A and 32, regarding Midsummer Examinations, 1918 and 1919, respectively, approved 16th Dec.

Miss Muriel Brothers, B.A., appointed teacher at the Ottawa Normal Model School. Approved 30th Dec.

APPENDIX U

AUTUMN MODEL SCHOOLS, 1918

School	Principal	Attendance			Extra Mural	Limited Third Class Certificates	District Certificates
		Total	Male	Female			
Clinton.....	C. D. Bouck.....	6	0	6	1	5	2
Cornwall.....	G. R. Theobald....	16	0	16	0	16	0
Kingston	W. F. Inman.....	*15	0	15	0	14	0
Madoc	R. A. A. McConnell	13	0	13	0	13	0
North Bay...	A. C. Casselman...	5	0	5	1	6	0
Orillia.....	C. L. T. McKenzie.	9	0	9	2	11	0
Port Arthur .	J. H. W. McRoberts	6	0	6	0	6	0
Renfrew.....	W. T. Baker	†16	0	16	0	15	0
Totals.....	.....	86	0	86	4	86	2

* One deceased.
† One withdrew.

APPENDIX V

PROVINCIAL NORMAL AND MODEL SCHOOLS

I. Normal School, Hamilton

Staff, January, 1919.

S. A. Morgan, B.A., D.Pæd	Principal: Science of Education and Grammar.
F. F. Macpherson, B.A.	Master: English.
E. T. Seaton, B.A.Pæd	Master: Mathematics and School Management.
Frank E. Perney B.A., B.Pæd	Master: History and Geography.
G. O. McMillan, M.A., B.Pæd	Master: Science, Nature Study and Agriculture.
A. J. Painter	Instructor: Manual Training.
Julien R. Seavey	Instructor: Art.
Miss Clara E. Elliott	Instructor: Household Economics.
H. A. Stares, Mus. Bac	Instructor: Music.
*Sergt.-Maj. Jesse Skinner	Instructor: Physical Culture.
Oscar Main	Instructor: Writing.

* Granted leave of absence for Active Service, March 17, 1915.

Students admitted, Session 1918-1919

Male	4
Female	141
Total	145

II. Normal School, London

Staff, January, 1919.

John Dearness, M.A.	Acting Principal: School Management and Science.
A. Stevenson, B.A., B. Pæd.	Master: Science of Education and Literature
E. T. White, B.A., B.Pæd	Master: Mathematics and History.
G. W. Hofferd, B.A.	Master: Science and Geography.
T. E. Clarke, B.A,	Master: English.
Sugden Pickles	Instructor: Manual Training.
S. K. Davidson	Instructor: Art.
Miss A. B. Neville	Instructor: Household Economics.
C. E. Percy	Instructor: Music.
Albert Slatter	Instructor: Physical Culture.
J. W. Westervelt	Instructor: Writing.

Students admitted, Session, 1918-1919

Male	8
Female	175
Total	183

III. Normal School, North Bay

Staff, January, 1919

A. C. Casselman	Principal: History, History of Education, Reading.
J. C. Norris, M.A., B.Pæd.	Master: Mathematics and School Management.
J. B. McDougall, B.A.	Master: Science of Education and English.
H. E. Ricker, M.A.	Master: Science, Nature Study, Agriculture.
J. E. Chambers	Instructor: Manual Training.
C. Ramsay	Instructor: Art.
Miss Mayme C. Kay	Instructor: Household Economics.
Herbert Wildgust, L.L.C.M.	Instructor: Music.

Students admitted, Session, 1918–1919

Male	2
Female	89
Total	91

IV. Normal School, Ottawa

1. Staff, January, 1919

J. F. White, LL.D. ..... Principal : School Management and English.
W. J. Karr, B.A., D.Pæd. ..... Master : Science of Education and English.
J. W. Forbes, B.A. ..... Master : Mathematics, History, and Hygiene.
G. A. Miller, M.A. ..... Master : Science and Nature Study.
F. A. Jones, M.A., D.Pæd ..... Master : Grammar, Geography, and History of Education
J. S. Harterre ..... Instructor : Manual Training.
Roy F. Fleming ..... Instructor : Art.
Miss C. E. Green ..... Instructor : Household Economics.
T. A. Brown ..... Instructor : Music.
C. Emery ..... Instructor : Physical Culture.

Students admitted, Session, 1918-1919

Male	10
Female	140
Total	150

2. Staff of Normal Model School, Ottawa, January, 1919

C. E. Mark, B.A. ..... Headmaster, IV Form, Boys.
H. M. Leppard ..... III Form, Boys.
C. P. Halliday (on active service) ..... II Form, Boys (Mrs. F. Carter, B.A., acting)
Miss Muriel Brothers, B.A. ..... Pt. II, Boys.
Miss Rose Lynch. ..... I Form, Boys.
Miss A. G. Hanahoe ..... IV Form Girls.
Miss J. Foster ..... III Form, Girls.
Miss A. M. Delaney ..... II Form, Girls.
Miss E. Cluff, B.A. ..... Pt. II, Girls.
Miss M. R. Elliott ..... I Form, Girls.
Miss Lilias M. Henderson ..... Kindergarten-Primary.
Miss A. H. Baker ..... Kindergarten Directress.
Miss Gladys McGlenaghan ..... Kindergarten Assistant.
J. S. Harterre ..... Instructor : Manual Training.
Roy F. Fleming ..... Instructor : Art.
Miss C. E. Green ..... Instructor : Household Economics.
T. A. Brown ..... Instructor : Music.
C. Emery ..... Instructor : Physical Culture.
J. M. Fleury ..... Instructor : French.

Number of pupils, 1918	392
Number of Kindergarten pupils, 1918	40
Total	432

V. Normal School, Peterborough

Staff, January, 1919

Duncan Walker, B.A. ..... Principal : Mathematics.
Henry G. Park, B.A., D. Pæd ..... Master : Science of Education and English.
Adrian Macdonald, M.A. ..... Master : English.
Alonzo J. Mahill, B.A. ..... Master : Science.
Elmer E. Ingall, B.A. ..... Master : English.
A. F. Hagerman ..... Instructor : Manual Training.
Miss Jessie C. McRae ..... Instructor : Art.
Miss Elizabeth MacVannell ..... Instructor : Household Economics.
Miss Marion R. Rannie ..... Instructor : Music and Physical Culture.
John A. McKone ..... Instructor : Writing.

Students admitted, Session 1918-1919

Male	6
Female	141
Total	147

VI. Normal School, Stratford

Staff, January, 1919

S. Silcox, B.A., D.Pæd	Principal: Science of Education, Hygiene and Spelling.
J. W. Emery, B.A., D. Pæd	Master: Science, Nature Study and Agriculture.
J. D. Campbell, B.A.	Master: Mathematics, History of Education, History.
H. G. Martyn, B.A.	Master: Grammar, Literature and Reading.
V. K. Greer, M.A.	Master: Composition, Geography, School Management.
Sugden Pickles	Instructor: Manual Training.
Mrs. Helen Mayberry	Instructor: Art.
Miss A. Neville	Instructor: Household Economics.
J. Bottomley, A.R.C.O.	Instructor: Music.
Miss E. M. Cottle	Instructor: Physical Culture, Writing, and Bookkeeping.

Students admitted, Session 1918-1919

Male	8
Female	159
Total	167

VII. Normal School, Toronto

1. Staff, January, 1919

*Wm. Scott, B.A.,	Principal.
S. J. Radcliffe, B.A.	Acting Principal: School Management and Literature.
Wm. Prendergast, B.A., B.Pæd	Master: Mathematics and History of Education.
David Whyte, B.A.	Master: Science.
R. H. Walks, B.A	Master: English.
S. J. Keyes, B.A., B.Pæd.	Master: Science of Education and Reading.
S. J. Stubbs, B.A.	Master: Grammar and Geography.
Miss Mary E. Macintyre	Instructor: Kindergarten Principles.
Miss Ellen Cody	Instructor: Kindergarten Assistant.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss A. Auta Powell	Instructor: Art.
Miss Nina A. Ewing	Instructor: Household Economics.
Mrs. Emma Macbeth	Instructor: Needlework.
A. T. Cringan, Mus. Bac	Instructor: Music.
Miss Miriam Thompson	Pianist.
Mrs. Jean Somers	Instructor: Calisthenics.
Capt. E. H. Price, S. of M	Instructor: Drill.
A. F. Hare	Instructor: Writing.
Mrs. M. W. Brown	Instructor: Reading.

*On leave.

Students admitted, Session 1918-1919

Male	6	
Female	193	
		199
Kindergarten-Primary Students		17
Total		216

2. Staff of Normal Model School, Toronto, January, 1919

Milton A. Sorsoleil, B.A.	Head Master.
Miss M. K. Caulfeild	First Female Assistant.
Thornton Mustard	First Male Assistant.
Miss A. F. Laven	Assistant.
Francis M. McCordic	Assistant.
Miss C. E. Kniseley	Assistant.
John E. Montgomery, B.A.	Assistant.
Miss Jessie I. Cross	Assistant.
Miss Isabella Richardson	Assistant.
Miss Alice A. Harding	Assistant.
Miss Lilian B. Harding	Kindergarten-Primary.
Miss Mary E. Macintyre	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss A. Auta Powell	Instructor: Art.
Miss Nina A. Ewing	Instructor: Household Economics.
Mrs. Emma Macbeth	Instructor: Needlework.
A. T. Cringan, Mus. Bac.	Instructor: Music.
Miss Miriam Thompson	Pianist.
Mrs. Jean Somers	Instructor: Calisthenics.
Capt. E. H. Price, S. of M	Instructor: Drill.
Mrs. G. de Lestard	Instructor: French.

Number of pupils in 1918	467
Number of Kindergarten pupils in 1918	30
Total	497

VIII. Summary of Attendance at the Normal Schools

Normal Schools	Total attendance	Male students	Female studen
Hamilton	145	4	141
London	183	8	175
North Bay	91	2	89
Ottawa	150	10	140
Peterborough	147	6	141
Stratford	167	8	159
Toronto	199	6	193
Totals	1,082	44	1,038

Kindergarten-Primary students, Toronto 18

NOTE.—A Model School is also conducted in the North Bay Normal School building.

APPENDIX W

LIST OF ASSOCIATE EXAMINERS AND CONTINUATION AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS

I. Associate Examiners, 1918

Model Entrance, Lower School, Senior High School Entrance and Senior Public School Graduation Diploma

English Grammar: Margaret H. Abel, Belle Aitchison, Prudence M. Austin, C. G. Beck, Bessie Clothier, L. H. Corbett, Florence Ellerby, Roberta G. Gilray, Clara Hulse, Helena E. Johnston, Marion B. Lailey, Evelyn McDonald, Pearl McGregor, O. M. MacKillop, Mayme Montgomery, Helena G. Raitt, Margaret E. Ross, Mary G. Scanlon, Annie A. Smith, Rose I. Strang, Elizabeth J. Wallen, Elizabeth A. R. V. Wilson, E. May Wyman.

Literature: Alta-Lind Cook, Euphemia MacIntyre.

Spelling: J. H. Adams, Norma Gee, Annie H. Giles, Margaret Grills, Evelyn D. Kellock, R. G. McConachie, Mrs. Norma Rochat, J. W. Russell, Orethia Sailsbury, J. M. Simpson, Edith A, Traver.

Geography: Etta L. Barber, Olive M. Burns, J. L. Challinor, Georgia Davidson, A. C. Douglas, Ethel C. Eaton, I. Mae Finch, Mary A. Fraser, Leah A. Gillard, S. A. Hitsman, J. Cecilia Horan, Margaret A. Ionson, Margaret E. Lutman, R. J. McMillan, Susie H. Manson, Lena Millard, M. J. O'Neil, H. C. Pugh, Julia Richardson, H. F. Schmietendorf, Jessie M. Scott, Edna E. Staples, L. Stevenson, Mary Strathdee, R. D. Webb, M. J. Wilker.

Art: H. E. Bicknell, Emma M. Bottoms, Charles S. Buck, Irene P. Davis, Rebecca S. Edwards, Roxie Ellis, Elva Gould, C. W. Horton, Agnes M. Johnston, Elva Locklin, Bessie McCamus, Lillian MacIntyre, Nellie L. Mahon, Marcella T. Marshall, Maude Miller, S. W. Perry, Josephine E. Redmond, Mabel Van Duzer, Julia Weir.

History: Mabel E. Allen, Elsie K. Beaman, R. J. Blake, James Cameron, J. Collins, Eva M. Coulter, Magdalene De La Mater, S. G. Devitt, Grace Edwards, J. W. Fraser, Helen M. Grieve, Annie Guilfoyle, J. I. Hutchinson, Florence B. Ketcheson, Eva W. King, Elizabeth McNamara, Henrietta E. Mazinke, Christina H. Morton, Edith A. Murphy, Olive H. Murray, Louise E. Ney, Ida M. Oldham, Lucy Saunders, Allie Stinson, Cassie Wright.

Composition: Ada Menhennick.

Elementary Science: A. E. Allin, M. H. Ayers, J. A. Bell, J. M. Bell, G L. Brackenbury, G. W. Bunton, Muriel Daley, Letitia E. Durnin, H. W. Gerhardt, R. S. Hamilton, V. R. Henry, A. D. Hone, N. A. Irwin, W. A. Jennings, L. R. McCrimmon, T. W. Martin, J. L. Medcof, Flora E. Morgan, C. I. Nelson, Mabel I. Pacey, Eva M. Ranson, Rena C. Scott, D. G. Smith, J. H. Stewart, Ruple Taite, Mabel R. White, Margaret E. White, Clara Young.

Writing: Lillie C. Anderson, J. J. Bailey, Sarah J. Baker, D. M. Clark, Hazel I. Elcoat, Myrtle E. Fritz, A. F. Hare, Hilda M. Hindson, Mabel Howie, Edith Parlee, Eva A. Power, C. Irene Pridham, D. M. Walker.

Book-keeping and Writing: J. A. Dickinson, Olive Fritz, G. A. Lucas, Kate Richardson, Margaret Smith, Alice B. Stone.

Household Science: Clara E. Elliott, Mary C. Macpherson, A. Enid Robertson, Lila K. G. White.

Arithmetic: J. G. Adams, R. H. Archibald, Alice I. N. Ball, R. F. Bennett, C. S. Browne, B. W. Clarke, J. T. Curtis, Rita Fleming, Viva M. Hicks, Walter Keast, C. H. McGee, Ada A. Miller, Margaret K. Munro, W. H. Rogers, F. T. Schooley, Elizabeth A. Tomkins, E. T. Young.

Algebra and Geometry: F. B. Clarke, J. M. MacKay.

MIDDLE SCHOOL

English Composition: H. E. Collins, Winnifred Dengate, Jessie Foster, Ethel Gibson, Christina C. Grant, A. E. MacLean, Mrs. Ada Pattee, Harriet A. Patterson.

English Literature: Mary Bain, H. W. Brown, Eleanor L. Clarke, Wilhelmina L. Colbeck, W. J. Feasby, Margaret Forester, Aletha L. Hotson, John Jeffries, E. W. Jennings, T. C. Somerville, Annie M. A. Taylor, Mabel N. Trenaman, Viola Whitney.

Ancient History: Elsie Affleck, Lillian M. Allen, J. G. Althouse, Marjorie M. Colbeck, J. H. Dolan, Mabel Farrington, Viola Gilfillan Stella A. Jordan, S. Winnifred Nichol, Aileen Noonan, G. H. Reed, Margaret C. Ross, Annie E. Rowntree, W. J. Salter, Minerva Stothers.

British and Canadian History: Mrs. Irene M. Brogden, W. A. Campbell, Mrs. C. T. Casselman, Jessie S. Cattanach, May Cryderman, Helen I. Dafoe, A. Gilmour, Lottie E. Hamer, E. A. Hardy, Claire Hitchon, J. Keillor, M. Irene McCormack, A. D. Norris, Frances A. Robinson.

Algebra: J. L. Cornwell, C. L. Crassweller, J. H. Davidson, R. Gourlay, T. Hobbs, G. M. James, W. E. Rand, E. E. Snider.

Geometry: Florence J. Adams, E. W. Durnin, B. F. Howson, Frances V. Johnston, A. N. Myer, J. H. Packham, J. F. Ross, W. A. Skirrow, E. E. Wood.

Physics: R. A. Brunt, W. A. Dent, F. A. Flock, H. H. Graham, W. H. H. Green, A. C. Hazen, A. D. Hone, Catherine I. Hyde, J. W. Kelly, Mrs. E. W. Kerr, Jessie F. Lawrence, H. Loucks, P. MacKichan, M. Augusta MacLeod, W. J. Saunders, F. Sine, W. B. Wyndham.

Chemistry: E. T. Bell, G. H. Bielby, A. B. Cooper, J. W. Firth, H. J. Heath, C. F. Marshall, W. H. Martin, L. P. Menzies, L. Might, W. J. Moffat, E. Morrison, A. M. Patterson, Mary C. Tucker, S. Wightman, Edna J. Williams.

Latin: C. L. Barnes, W. Clarke, Rosalie Dugit, A. A. Dundas, D. A. Glassey, A. G. Hooper, H. W. Kerfoot, F. H. Lingwood, Annie K. McGregor, C. A. Mayberry, J. H. Mills, W. E. Murdock, Winifred Ovens, Peter Perry.

Art: H. W. Brown, T. W. Kidd, S. W. Perry.

UPPER SCHOOL

English Composition: A. W. Burt, T. Carscadden, Eleanor D. Odlum.

English Literature: Elizabeth C. Henry, Kate C. Skinner, Gladys S. Story, Ada L. Ward.

History: J. W. Charlesworth, Cora E. Hewitt, Laura L. Jones, G. W. Malcolm.

Classics: A. E. Coombs, I. Kathleen Cowan, Margaret Cowan, D. M. Grant, C. S. Kerr, E. A. Miller, P. F. Munro, W. J. Twohey.

French: Mabel M. Graeb, E. S. Hogarth, Mary V. McWhorter, L. R. Whitely.

German: Margaret E. Carman, F. H. Clarke.

Science: P. W. Brown, A. Cosens, S. J. Courtice, T. J. Ivey, W. J. McMillan, L. A. Marlin, J. R. Moore, E. Pugsley, J. H. Sexton, W. Smeaton, L. E. Staples, P. M. Thompson.

Mathematics: W. J. Lougheed, A. M. Overholt, R. C. Rose, G. W. Rudlen, W. W. Rutherford, R. Wightman, J. S. Wren.

JUNIOR MATRICULATION

Literature: W. G. Anderson, Marie V. Bibby, A. St. J. Furnival, Margaret M. S. Hall.

Composition: William Kemp, Enid McGregor, Ethel L. Ostrom.

British and Canadian History: A. G. Dorland, G. L. Gray, Hazel I. Reid, Agnes Vrooman, Helen C. Walker.

Ancient History: A. A. Affleck, Hilda C. Smith, Madeline C. Young.

Chemistry: J. P. Hume, F. A. Stuart.

Physics: J. L. MacLaurin, J. L. Mitchener.

Geometry: A. R. Girdwood, F. O. McMahon, A. C. McPhail, I. T. Norris, J. G. Workman.

Algebra: F. R. Lishman, G. R. Smith, Rebecca Stenhouse.

Classics: J. S. Bennett, H. W. Bryan, G. E. Evans, J. A. Freeman, D. E. Hamilton, Hally Johnston, H. M. McCuaig, S. F. Passmore, Gertrude Pringle, L. C. Smith.

French: Harriett E. Black, Effie M. Bunnell, Annie B. Francis, N. R. Gray, Maud Hawkins, Elizabeth Henstridge, Maybelle M. Laing, J. S. Lane, A. N. McEvoy, Mrs. Edith McIntyre, H. S. McKellar, Eleanor Nugent, Marguerite O'Connell, G. S. Otto, W. H. Williams, Alice Willson.

German: N. L. Murch, C. E. Reaman, R. Reid, H. B. Tapscott.

II. List of Principals and Assistants of Continuation Schools, January, 1919

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Acton	Stewart, William H.				1903	15½	15	1,350	.....	.....
	Baker, Pearl Z.			Art, Phys. Cul...	1914	8½	2½	.....	.....	1,000
Agincourt, 14 Scarboro'..	Elmer, Margaret T. .....**	B.A., Queen's			1918	3	1½	1,000	.....	.....
Alvinston	Carbert, Robert H.			Phys. Cul.	1911	10½	3	1,350	.....	.....
	Watson, M. Alberta...(Int.)		Art		1917	1½	1	.....	.....	725
Arkona	Principal to be appointed.				....	....	....	.....	.....	.....
Ayr	Chisholm, Renw'k J. .....*			Phys. Cul.	1915	5½	....	1,200	.....	.....
	Wells, Dorothy .....(Int.)			Phys. Cul.	1919	....	1	.....	.....	800
Bancroft	Keenan, Edward J.	B.A., Queen's		Phys. Cul.	1914	12	2½	1,400	.....	.....
	Gillham, Estelle M. ..(Int.)			Art	1917	1½	1	.....	.....	800
Bath	Morgan, Flora E.			Phys. Cul.	1915	6½	3	950	.....	.....
	Garvey, Joseph L. ...(Int.)			.....	1918	½	2	.....	725	.....
Beaverton	Innes, Alexander R.			Phys. Cul.	1918	30½	5½	1,500	.....	.....
	McRae, Alice A. .....(Int.)	B.A., Tor.		Art	1917	1½	....	.....	.....	700
Beeton	Hammell, Ethel E. M.	B.A., Tor. ...	Eng. & Hist. (Int.)	.....	1918	1½	9	1,200	.....	.....
	King, Annie A.			.....	1918	½	2	.....	.....	750
Belmont, U 11, S. Dorchester	MacKillop, Oliver M.			Phys. Cul.	1913	5½	4	1,400	.....	.....
	Moore, Kathleen V. ..(Int.)	B.A., Queen's	Mods. & Hist...	Art	1918	1	....	.....	.....	750

Blenheim	Mackenzie, Elizabeth S. ..*			Phys. Cul.	1916	9½	1	1,200		
	Hewitt, Benjamin H.			Art	1918	½	3		1,100	
Blind River	MacIntyre, Anna M.		Phys. Cul. (Int.)	Art	1918	1	2½	1,000		
	McGibbon, Hazel M.			Art	1916	5	½			850
†Blyth	Money, Mabel L.		Art (Int.)		1916	2½	5	1,150		
Bothwell	Campbell, Hughena M. ....*		Phys. Cul. (Int.)		1919	9	½	1,100		
	Campbell, John J. ....(Int.)				1918	1			700	
Bowesville, 5 Gloucester	Clement, Isabel ....** (Int.)			Phys. Cul.	1918	2	5½	850		
Bridgeburg	Thompson, Howard E.		Phys. Cul. (Int.)		1917	4½	2	1,800		
	Chambers, Josephine..(Int.)	B.A., Tor.		Art, Phys. Cul.	1914	5	½			1,000
Bruce Mines	Joynt, James H.			Phys. Cul.	1917	5	4½	1,200		
	Powell, James A. .....(Int.)	B.A., Queen's		Phys. Cul.	1918	½			1,000	
Brussels	Scott, Benjamin S.			Phys. Cul.	1914	8	3	1,400		
	Morris, Winifred		Art (Int.)	Phys. Cul.	1918	4½	4½			800
Burk's Falls	Eaton, Ethel C.			Art, Phys. Cul.	1917	5½	2	1,100		
	McIntosh, Jean .....(Int.)				1918	1½				900
Burlington	Smith, Daniel E.	B.A., Tor.		Agr. & Hor., P.C.	1909	15½	2	1,700		
	Newham, Eveline J. ..(Int.)	B.A., Tor.	Art		1918	1½				1,000
	O'Neil, Jessie .....(Int.)	B.A., Tor.		Phys. Cul.	1918	½				900
Cannington	Bigg, Edmund M. .....‡	M.A., Tor.	Sci.	Phys. Cul.	1917	45		1,200		
	Mullins, Helen M. ....(Int.)	B.A., Tor.		Phys. Cul.	1918	½				1,000
Cardinal	Ranson, Eva M.			Art	1913	8	3	1,050		
	O'Reilly, Bridget T....(Int.)	B.A., Tor.	Mods. & Hist.	Phys. Cul.	1917	1½				750
Carp, 3 Huntley	Stewart, Annie J. .....*	B.A., Queen's		Phys. Cul.	1911	8½	1½	1,100		
	Gillan, Kathleen M.				1917	1½	2			750
Chapleau, 1 Chapleau	Wallen, Wilfred B. .....*			Phys. Cul., Art	1918	3½		1,400		
	Ryan, Gertrude	B.A., Tor.			1918	2½				1,050

*Endorsed for Principalship. **Temporary certificate as Principal.

‡High School Principal's certificate. †One teacher devotes full time and one, half time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1919—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Claremont, 15 Pickering.	Wilker, Milton J.	.....	Phys. Cul. (Int.)	.....	1914	4½	2	1,100	.....	.....
	Dolbear, Calla C. ....(Int.)	.....	Art	.....	1918	½	2	.....	.....	725
Clifford	Switzer, Josie E.	.....	.....	.....	1918	7½	4	1,000	.....	.....
	Edge, Alix M. .....(Int.)	.....	.....	Art	1918	½	1	.....	.....	700
Cochrane	Burwash, Miriam L.** (Int.)	B.A., Tor. ...	.....	Phys. Cul.	1918	1	1½	900	.....	.....
Coldwater	Clark, Joseph C. .....‡	B.A., Tor. ...	Class.	.....	1915	21	2½	1,100	.....	.....
	Hartry, Norma I.	.....	.....	Phys. Cul.	1918	....	4	.....	.....	900
Comber, 4 Tilbury W.	McCoig, Mary Alice	.....	.....	Phys. Cul., Art .	1918	3	3½	1,000	.....	.....
	Gaiser, Elsie M. .....(Int.)	B.A., Tor. ...	Mods. & Hist. ..	Phys. Cul.	1917	1½	....	.....	.....	900
Cookstown, 5 Essa	Maxwell, Mabel I.	B.A., Queen's	.....	Art, Phys. Cul. .	1917	2½	2	1,100	.....	.....
	Gardiner, M. Mae	B.A., Queen's	.....	Phys. Cul.	1917	3½	....	.....	.....	900
Creemore	MacKay, Hector H.* ..(Int.)	.....	.....	Phys. Cul.	1917	1½	1	1,000	.....	.....
	Wallace, Verna M.	.....	Art .....(Int.)	.....	1918	2½	....	.....	.....	850
Delaware, 2 Delaware ...	Conway, Irene E.	.....	.....	Art	1916	9	3	1,000	.....	.....
Delhi	Knowles, Anna V.	.....	.....	.....	1918	½	6	1,000	.....	.....
§Drayton	Clark, George A.	.....	.....	Agr. & Hor.....	1913	13½	6	1,380	.....	.....
	Ellerby, Florence Edna	.....	.....	Phys. Cul., Art .	1913	5½	4	.....	.....	850

Dresden	Hicks, Evalyn G. *‡			Art, Phys. Cul.	1917	3½	....	1,000	.....	.....
	Wilson, Jean R.			Art, Phys. Cul.	1918	½	3	.....	.....	700
†Drumbo, 11 Blenheim	McDowell, Jennie			Art	1918	3½	10	1,000	.....	.....
Dryden	Roberts, Mabel		Art (Int.)		1918	2½	3	1,400	.....	.....
Eganville	White, Lloyd	B.A., Queen's		Phys. Cul.	1917	1½	6	1,200	.....	.....
	Giles, Annie H.			Art	1918	5½	3½	.....	.....	700
Eganville (R. C. S. Sch.)	Maher, Margaret (Sr. Mary Aurelia)		Art	Phys. Cul.	1914	4½	12½	800	.....	.....
	Griffin, Elizabeth H. (Sr. St. Dorothy)				1918	½	9	.....	.....	700
Elmira	Rendall, Stanley D. *‡			Phys. Cul.	1919	3	....	1,300	.....	.....
	Abel, Margaret H.			Art, Phys. Cul.	1917	9	2½	.....	.....	850
Elmvale, 5 Flos	Miller, Erle G.			Phys. Cul.	1918	1½	4	1,200	.....	.....
	Laughlin, Ruby J. (Int.)			Art, Phys. Cul.	1918	1½	....	.....	.....	900
Ennismore, 4 Ennismore	Young, Clara *‡			Phys. Cul.	1916	6	....	1,075	.....	.....
	McNamara, Elizabeth			Phys. Cul., Art	1916	5½	....	.....	.....	820
†Erin	Guilfoyle, Annie *‡			Art	1917	8½	1	1,050	.....	.....
Exeter	Haviland, Hugh J. ‡	B.A., Tor.	Classics	Ph. Cl., Ag. & H.	1918	18½	....	1,650	.....	.....
	Ross, Edith I. (Int.)	B.A., Queen's		Phys. Cul.	1918	½	¼	.....	.....	900
	Medd, Josie B. H. (Int.)		Art	Phys. Cul.	1918	1½	½	.....	.....	800
Fenelon Falls	Nesbitt, Mabel E. ‡	B.A., Queen's	Phys. Cul. (Int.)		1917	6½	1	1,200	.....	.....
	Taylor, Pearl M. (Int.)			Art	1918	½	1	.....	.....	750
Finch	Armstrong, Eunice			Art	1911	9½	2½	1,075	.....	.....
	Daley, Muriel M.			Phys. Cul.	1913	5½	1½	.....	.....	975
Fingal, 12 Southwold	Hicks, Viva M. *			Art	1915	10½	1	1,100	.....	.....
	Gliddon, Mildred E.			Phys. Cul.	1918	1½	3	.....	.....	800
Frankford, 11 Sidney	Bell, John M.			Phys. Cul.	1915	3½	31	1,200	.....	.....
	Anderson, Nellie L.		Art (Int.)		1915	9½	3	.....	.....	750

*Endorsed for Principalship.
**Temporary certificate as Principal.
‡High School Principal's certificate.

†One teacher devotes full time and one, half time to Continuation School work.
§ Two teachers devote full time and one, half time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1919—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Gore Bay	Norton, M. Maud		Art	Phys. Cul.	1917	9	8	1,200		
	McGregor, Helen M....(Int.)	B.A., Tor.	Eng. & H., Ph. Cl.		1917	1½	1			875
Grand Valley	MacIntyre, Lillian		Art ....(Int.)	Phys. Cul.	1918	5	2	1,150		
	Fennell, Rena L.			Phys. Cul.	1918	½	2			750
Hanover	Magee, James A.			Phys. Cul.	1905	15½	2	1,650		
	Turvey, Ina M.		Art	Phys. Cul.	1918	4½	....			800
Harrow, 9 S. Colchester	Beaman, Elsie K. *		Phys. Cul.		1917	5½	....	975		
	Mullette, Fernia H.			Art	1919	2½	1			900
Havelock	Davidson, John ‡	M.A.,LL.B.,Tor	Classics		1917	37½	3	1,500		
	Brewster, Gladys I.			Phys. Cul., Art	1914	4½	....			800
Highgate	Burke, Alex.				1913	24½	13	1,350		
	Brigham, Olvetta			Art	1917	9½	4½			900
Huntsville	Bernath, Alfred C.				1900	17½	5½	1,650		
	Peregrine, H. May			Art	1912	11	2			900
Jarvis	Smith, Annie A.			Phys. Cul., Art	1917	4½	3½	1,000		
Jockvale, 10 Nepean	O'Donohue, John A.	B.A., Queen's		Art	1917	11½	3	850		
Kars, U. 3 North Gower	Waddell, Thomas K.**(Int.)	B.A., Queen's			1919	1	....	1,100		

Keewatin	Adams, John M.			Phys. Cul.	1918	7	8	1,600		
	MacPherson, Rose			Art, Phys. Cul.	1918	½	2			900
Kenmore, 15 Osgoode	Keough, Maggie		House. Sci.	Art	1918	2½	5½	1,000		
	Byfield, Gwendolyn C. (Int.)	B.A., Tor.		Phys. Cul.	1918	1	1			750
†Kinburn, 11 Fitzroy	Kenyon, Grace	B.A., McM.	E.&H.,Class.(Int.)		1918	½	3	1,000		
Lakefield	Simpson, John M.	B.A., Queen's	Phys. Cul.		1916	9½	9	1,300		
	Crowe, Marie (Int.)	B.A., Tor.	Art		1918	½				800
Lanark	Beatty, Robert (II Class)				1889	29½	9	900		
	Houze, Margaret (Int.)				1918	½	1			750
Lansdowne, 9 Leeds and Lansdowne Front	Squire, George C.** (Int.)				1919		1	900		
Little Current	Norton, Ida E.		Art (Int.)	Phys. Cul.	1917	11	5	1,100		
Lucknow	Doupe, Henry A.			Art	1913	10½	2½	1,400		
	Williams, G. Evelyn (Int.)	B.A., Tor.	Mods. & Hist.	Phys. Cul.	1918	½				900
Manitowaning, 2 Assiginack	Reid, Neil D.	B.A., Tor.			1919	2	2	1,000		
Manotick, 18 Osgoode	Dorrance, Annie V.		Phys. Cul. (Int.)		1917	1½	6	900		
Massey	King, Myrtle I.			Phys. Cul.	1917	1½	2	1,000		
Maxville	Iveson, Sadie E.	B.A., McM.		Phys. Cul.	1915	6	3	1,100		
	Smyth, Alice C. (Int.)				1918	½	2			800
Melbourne, U. 16 Caradoc	Robinson, Wm. G. (II Cl.)				1900	18½	5	1,050		
	Bole, Abbie M. (Int.)	B.A., Queen's		Phys. Cul.	1918	1½				850
Merlin, U. 5 Raleigh	Stinson, Allie		Phys. Cul.	Art	1918	4	6	1,050		
	O'Brien, Wilfred E. (Int.)				1919		½		850	
Merrickville	Payette, Henry J.*** (Int.)	B.A., Tor.			1919			1,000		
	Grant, Cora				1918	½	3			700

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**Temporary certificate as Principal.
***Acting Principal.

List of Principals and Assistants of Continuation Schools, January, 1919—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Metcalfe, 11 Osgoode	Aylsworth, Bessie C.				1918	½	3	1,000		
	White, Edna M. (Int.)			Art	1917	1½	1½			775
Millbrook	Hampton, David (II Cl.)				1883	22½	25	825		
	Davidson, Anna K. (Int.)	B.A., Tor.		Phys. Cul.	1918	½				800
Milton	Marcellus, J. Ernest ‡	B.A., Queen's		Phys. Cul.	1912	12	2	1,700		
	Fleming, Jean H.		Art (Int.)		1914	7	½			1,000
	Arnold, Lillian B. (Int.)				1919	1				750
Mount Albert, 13 East Gwillimbury	Campbell, Mabel				1918	4½	4	1,200		
	Grindell, Hazel (Int.)			Art	1918	½	1			750
Mount Brydges, 15 Caradoc	Davidson, Georgia	B.A., West.		Art, Phys. Cul.	1918	4	4	1,000		
†Navan, 3 Cumberland	McKenna, Jessie	B.A., Queen's	Eng. & H. (Int.)	Phys. Cul.	1918	½	2½	1,000		
New Hamburg	Smith, James M.			Phys. Cul.	1908	10½	6	1,600		
	Quinlan, Violet May (Int.)			Art	1917	1½	1			725
New Liskeard	Dobbie, Isabella E.			Agr. & Hor.	1911	10	18	1,500		
	Mitchell, May		Phys. Cul. (Int.)	Art	1918	10	5½			1,000
†New Toronto	Mole, William H.	B.A., Tor.		Phys. Cul.	1917	1½	5½	1,750		
North Augusta, 17 Augusta	Forester, Margaret ‡	B.A., Queen's		Phys. Cul., Art	1917	4½	7½	1,000		
	Wark, Amy L. (Int.)			Phys. Cul.	1917	1½				700

North Gower, 6 N. Gower.	White, Margaret E.			Phys. Cul., Art	1916	4½	2	1,050		
	Lee, Gertrude M.			Phys. Cul.	1916	2½	1			850
Norwich	Young, Gordon			Phys. Cul.	1917	1½	8	1,150		
	Nealon, Matthew J. (Int.)	B.A., Tor.			1919				900	
Odessa, 13 Ernestown	Judge, Albert E. *	B.A., Queen's		Phys. Cul.	1916	2½		1,000		
	Mitchell, Jessie A. ‡	B.A., Tor.	Art (Int.)		1918	18	9			800
Oil Springs	Ryerson, Catherine G. S. *	M.A., Tor.	Sci. (Int.)	Art	1918	4		900		
	Geddes, Mary M.			Art	1918	½	2			850
Orono, 12 Clarke	Costin, Carrie	B.A., Queen's		Phys. Cul.	1918	2½	3	1,000		
	Adams, Edith (Int.)			Phys. Cul.	1918	1½	1			800
Paisley	Kehoe, Martin B.			Phys. Cul.	1919	3	2	1,300		
	Rodger, Mary L. (Int.)			Art	1917	1½	2			800
Pakenham, 4 Pakenham	White, Mabel R. *			Phys. Cul., Art	1918	7		1,200		
	Wilson, Laura E.				1918	½	3			800
Palmerston	Anglin, Sara				1913	10½	10	1,400		
	Mitchell, Lillian Grace		Art (Int.)	Phys. Cul.	1916	5½				800
Plattsville, 24 Blenheim	Bell, Mary *			Phys. Cul.	1918	3½	1	1,100		
	Hunter, Lily P. (Int.)	B.A., Tor.	Art	Phys. Cul.	1917	1½				750
Port Burwell, 2 Bayham	Hicks, Frederick M.			Phys. Cul.	1916	12½	2½	1,200		
	Stewart, Margaret E.		Art (Int.)		1918	2½	4½			800
Port Colborne	Cameron, Allan A.			Phys. Cul.	1915	13½	3	1,500		
	Cowan, Anna K. (Int.)		Art	Phys. Cul.	1918	1½	1			800
Powassan	Johnston, Mabel C.	B.A., Queen's			1918	2	2½	1,000		
†Princeton, U. 21 Blenheim	Barnby, Vera E.		Phys. Cul. (Int.)		1917	2½	2	1,000		
Richmond	Johnston, Helena E. *			Art	1918	7½	½	900		
Ridgeway, 11 Bertie	Woodley, Arthur M.			Agr. & Hor.	1913	11½	7	1,800		
	Houser, Evelyn G.		Art (Int.)	Phys. Cul.	1917	1½	3			800

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List of Principals and Assistants of Continuation Schools, January, 1919—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
Ripley, 10 Huron	Strathdee, Mary			Art	1914	4½	18	1,050	.....	.....
	Gilfillan, Viola ‡	M.A., Tor.		Phys. Cul.	1914	4½	....	.....	.....	950
Rodney	Yorke, Chas. G. ‡	B.A., Queen's	Phys. Cul. (Int.)	.....	1914	4½	4½	1,250	.....	.....
	Miller, Ada A.			Art, Phys. Cul.	1914	4½	2½	.....	.....	800
Russell, 2 Russell	Collins, James	B.A., Tor.	Art (Int.)	.....	1914	4½	3½	1,130	.....	.....
	Maitland, Jessie H.	B.A., Queen's	Eng. & His. (Int.)	Phys. Cul.	1917	2½	....	.....	.....	750
St. George	Gilchrist, John	B.A., Queen's	.....	.....	1916	2½	4	1,400	.....	.....
	Shields, Jean S.	B.A., Queen's	.....	Art	1916	3½	2	.....	.....	1,000
Schomberg, 14 King	Tierney, Olive	.....	Art (Int.)	.....	1917	3½	3	1,000	.....	.....
Scotland, U. 18 Burford and 3 Oakland	Blayney, Lela F.	.....	.....	Phys. Cul.	1918	1½	3	1,000	.....	.....
	Howe, Isobel J. (Int.)	.....	.....	.....	1918	½	1	.....	.....	750
Southampton	Douglas, Adam C.	B.A., Queen's.	.....	Phys. Cul.	1916	6	2½	1,200	.....	.....
	Snider, Madeleine G. (Int.)	B.A., Tor.	.....	Phys. Cul.	1919	....	....	.....	.....	900
South Mountain, 1 Mountain	Smith, James T. **	.....	.....	Phys. Cul.	1919	2½	....	1,000	.....	.....
	Elliott, Jessie C. (Int.)	.....	.....	Phys. Cul.	1917	1½	1	.....	.....	900
South Porcupine, U. 1 A. Tisdale	Principal to be appointed.	.....	.....	.....	....	....	....	.....	.....	.....
Spencerville, 15 Edwardsburg	Burton, Violet (Int.) **	B.A., Queen's	Class.	.....	1918	½	1	1,000	.....	.....
	Alkerton, Nancy (Int.)			Art	1918	½	2	....	.....	750

Springfield	McKillop, Jessie A.		Phys. Cul. (Int.)		1917	1½	3	1,200		
	Moran, Harry F. (Int.)				1919		2		1,000	
Stayner	Burchill, Mrs. Jean S.			Phys. Cul.	1918	13½	10	1,200		
	Swallow, Margaret B. (Int.)			Art	1917	1½				800
Stella	Buchanan, Luella M. **(Int.)				1918	½	2	800		
	Darby, Laura W. (Int.)	B.A., Mt. Allis.			1918	½				750
Stouffville	Stouffer, Archibald				1918	½	2	1,000		
	Knapp, Elizabeth E.			Art, Phys. Cul.	1918	½	4			800
Sturgeon Falls	Parr, Sarah E.		Ph. C. (Int.) Art		1916	9	8	1,200		
Sutton	McDonald, Margaret D. *			Phys. Cul.	1917	3½	1	1,075		
	Macdonald, Margaret J. (Int.)			Art	1918	½	1			750
Tamworth, 3, 6 and 10, Sheffield	Fletcher, Douglas R.			Phys. Cul.	1915	4	3½	1,150		
	Johnston, Leila G.		Art	Phys. Cul.	1916	2½	3			700
Tara	Roszel, John M.				1918	4½	15	1,450		
	Grieve, Bessie M.			Phys. Cul.	1918	½	4			750
Tavistock	Grainger, Luella	B.A., Queen's			1918	6½	2	1,300		
	Bell, Jessie M.	B.A., Tor.	Mods. & Hist.	Art, Phys. Cul.	1916	8½	1½			850
Teeswater	Thompson, Harry C.				1912	6½	3	1,100		
	Hicks, Meryl E.			Phys. Cul., Art	1917	3	½			800
Thamesville	Philp, Florence H. *			Phys. Cul.	1918	3½		1,200		
	Walls, Lillian				1919		3			800
Thessalon	Cavanagh, Theresa P. M.			Art, Phys. Cul.	1917	3½	2	1,100		
	McLean, William C. (Temp.)				1919				1,000	
Thornbury	Summers, Christopher			Ph. Cl., Ag. & H.	1918	8½	5	1,300		
	Hartman, Helen (Int.)			Art, Phys. Cul.	1916	2½	1			750
Thorndale, 8 W. Nissouri	Austin, Prudence M.		Art	Phys. Cul.	1918	4½	3	1,200		
	Twiss, Countess L. (Int.)	B.A., McM.	Classics, Art	Phys. Cul.	1917	1½	1			900

*Endorsed for Principalship. ‡High School Principal's certificate. **Temporary certificate as Principal.

List of Principals and Assistants of Continuation Schools, January, 1919—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's Certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Tilbury	MacNaughton, Evelyn I.		Art (Int.)	Phys. Cul.	1917	1½	2	1,000		
	Armstrong, Mabel R.			Phys. Cul.	1918	½	2			750
Tottenham	Clarke, Frank B.			Phys. Cul.	1911	15½	6	1,250		
	Cawsey, Clare E. (Int.)	B.A., Tor.	Art		1917	1½				725
Warkworth, 2 Percy	Sillers, M. Roberta	B.A., Queen's		Phys. Cul.	1916	2½	4	1,200		
	Chown, Elizabeth (Int.)	B.A., Queen's	Phys. Cul.		1918	½				900
Webbwood	Warwick, Bruce D.			Phys. Cul.	1919	2	2	1,125		
Westboro', 2 Nepean	Acres, Mrs. Mima A. ‡	B.A., Queen's.		Art	1918	18	8	1,750		
	Campbell, Muriel F.			Phys. Cul.	1919	½	2½			800
West Lorne	Meadows, Persie	B.A., Queen's		Art	1918	7½	4	1,200		
	Gendron, Muriel (Int.)	B.A., Tor.		Phys. Cul.	1918	½				750
Westmeath, 2 Westmeath	McLachlan, Christena	B.A., Queen's		Phys. Cul.	1917	1½	4	1,100		
†Westport	Stewart, Bertha R.			Ph. Cul., H. Sci.	1917	3½	7	1,200		
†Westport (R. C. S. Sch.)	McIntosh, Catherine (Sr. St. Andrew) (II. Class)	B.A., Queen's		Art	1888	30		800		
†Winona, 1 Saltfleet	VanDuzer, Mabel L. ‡	B.A., Tor.	Art		1914	7½		1,200		
Wroxeter	Mahon, Nellie L.		Art, Ph. C. (Int.)		1918	6	4	1,000		
	Sanderson, Elizabeth M.			Art, Phys. Cul.	1918	½	2			700

†One teacher devotes full time and one, half time to Continuation School work.

‡High School Principal's certificate.

SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1919

Number of Schools, Sex and Number of Teachers, and Percentages

Schools

Three-teacher Schools	3
Two-teacher Schools	97
One-teacher Schools	33
*Number of Schools	133
†Decrease for the year	4

Teachers

Men	65
Women	169
Total	234

Percentages

January,	1919:	Men, 27.77;	Women,	72.22
"	1918:	" 25.72;	"	74.27
"	1917:	" 28.63;	"	71.36
"	1916:	" 31.93;	"	68.06
"	1915:	" 30.80;	"	69.19
"	1912:	" 39.44;	"	60.55

Salaries

Highest Salary, Principals	$1,800
" " Male Assistants	1,100
" " Female "	1,050
Average Salary, Principals	1,171
Increase for the year	54
Average Salary of Assistants	826
Increase for the year	48
Average Salary all Teachers	1,019
Increase for the year	48
Average Salary, Male Assistants	909
Increase for the year	97
Average Salary, Female Assistants	819
Increase for the year	43

University Graduates, Specialists, etc.

Graduates	72
Non-Graduates	162
Percentage of Graduates, Jan., 1919	30.76
" " " 1918	31.95
Percentage of Non-Graduates, Jan., 1919	69.23
" " " 1918	68.05
Specialists, Jan., 1919	16
Interim Specialists, Jan., 1919	47
Percentage of Specialists and Interim Specialists, Jan., 1919	26.92
Percentage of Specialists and Interim Specialists, Jan., 1918	25.31
Elementary Certificates in Art	64
" " Physical Culture	117
" " Household Science	1
Intermediate Certificates in Agriculture and Horticulture	6
Teachers holding Elementary or Intermediate Certificates, Jan., 1919	158
Increase for the year	17

* Eleven of these schools have in addition one teacher who devotes at least half time to Continuation School work.
† Two schools, Bracebridge and Fort Frances, were made High Schools in 1918.

III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries: Principal	Salaries: Male Assistants	Salaries: Female Assistants
								$	$	$
Barrie	Ross, Alexander H. D.	M.A., Queen's	Sci., Math.		1918	17½	....	2,200	.....	.....
	Hay, Andrew		Math.		1882	40	8	.....	1,450	.....
	Cowan, I. Kathleen	B.A., Tor.	Art, Classics	Phys. Cul.	1914	6½	½	.....	.....	1,450
	Burriss, Mae N.	B.A., Tor.	Phys. Cul., Mods. & His.		1915	3½	2	.....	.....	1,400
	Heath, Horace J.	B.A., Tor.	Phys. Cul. (Int.), Science		1915	3½	3	.....	1,700	.....
	Burns, Olive M.	B.A., Queen's			1916	4½	....	.....	.....	1,200
	Keagey, Jessie L.	B.A., Tor.	Phys. Cul. (Int.)		1916	4	1½	.....	.....	1,100
	Harper, Gertrude A. (Int.)	B.A., Tor.	Com.	Phys. Cul.	1918	½	3½	.....	.....	1,150
	Stark, Ethel M.	B.A., Tor.	Art	Phys. Cul.	1918	3½	....	.....	.....	1,000
Brantford	Overholt, Arthur M.	M.A., McM.	Math.		1918	17½	½	2,800	.....	.....
	Burt, Arthur W.	B.A., Tor.	Mods. and Eng.		1893	40	....	.....	2,200	.....
	Passmore, Samuel F.	M.A., Tor.	Classics		1885	38	....	.....	1,800	.....
	Coates, Daniel H.	B.A., Tor.	Math.		1893	31	....	.....	1,900	.....
	Bunnell, Effie M.	B.A., Tor.	Eng., Fr. and Ger.		1891	27	....	.....	.....	1,800
	Erwin, Willis M.	B.A., Queen's	Science (Int.)	Agr. & Hor.	1918	2½	....	.....	1,800	.....
	Ryan, Gertrude				1912	9	....	.....	.....	1,200
	McFadden, Robt. W. E.	B.A., Tor.			1916	3½	½	.....	1,500	.....
	Scanlan, James V.		Phys. Cul. (Int.)		1915	3½	3	.....	1,500	.....
	Shultis, Adam		Com.		1896	22	11	.....	1,800	.....
	Dixon, Nora G.		Com.	Art, Phys. Cul.	1915	3½	2	.....	.....	1,200
	Matthews, Alma M. (Int.)	B.A., McM.	Eng. & Hist., Art		1917	1½	1	.....	.....	1,300
	McAllister, Annie G.		Phys. Cul. (Int.)		1917	11	1½	.....	.....	1,200
	Hanna, Lorna (Int.)	B.A., Tor.	Eng. & Hist., Phys. Cul.		1917	2	....	.....	.....	1,000
	Willoughby, Annie J.		Phys. Cul. (Int.)		1917	8½	5	.....	.....	1,200
	Hately, Mary Enid (Int.)	B.A., Tor.		Phys. Cul.	1918	½	....	.....	.....	1,200
	Carscadden, Helen (Int.)	B.A., Tor.	Art		1917	1½	....	.....	.....	1,000
	Franklin, Helen	B.A., Tor.	Eng. & Hist. (Int.)	Phys. Cul.	1918	2½	....	.....	.....	1,200
	Hartley, Edna E.		(Household Sc. Instr.)		1918	4½	4	.....	.....	1,000
	Gee, John A. (Int.)		Manual Training		1917	3½	....	.....	1,700	.....

Brockville ..	Husband, Almeron J.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1895	23	3	2,200		
	Smith, Frederick P.	M.A., Queen's	Science	P. C., Agr. & H.	1916	10½	5		1,700	
	Somerville, Thomas C.	B.A., Tor.	Mods. and Hist.		1909	24½	1		1,700	
	Giles, A. Edith		Art		1890	29	3			1,350
	Richardson, Kate		Art (Int.), Com.		1898	23	8			1,350
	McCormack, Mary I.	B.A., Queen's	Phys. Cul. (Int.)		1907	11	2			1,300
	Beattie, Lewis S.		Phys. Cul.		1910	10			1,450	
	Martin, Daintry (Int.)	B.A., Tor.	Classics		1917	2				1,200
	Ferguson, Arthur W.	B.A., Queen's	Phys. Cul. (Int.), Math.		1919	3	1		1,600	
Chatham	Twohey, William J.	M.A., Tor.	Classics		1904	34		2,400		
	Paterson, David S.	B.A., Tor.	Eng., Fr. and Ger.		1888	42	1½		1,800	
	Sexsmith, William N.	B.A., Tor.	Eng. and Hist.		1907	14½	3		1,900	
	Houston, Jessie	B.A., Tor.	Mods. and Hist.		1913	14½				1,600
	Asselstine, Oliver	M.A., Queen's	Math.		1915	11½			1,900	
	Haydon, William J.	M.A., McM.	Science	Phys. Cul.	1917	7½			1,900	
	Kirk, Gladys R.		Phys. Cul. (Int.), Art		1917	4½	1			1,200
	Brimicombe, Bessie F.		Com. (Int.)	Art, Phys. Cul	1918	6	3			1,300
	Cameron, James		Phys. Cul.		1918	4½	1		1,300	
	Quarry, Vincent C.	B.A., Tor.	Phys. Cul. (Int.)		1919	3			1,200	
	Weir Robert (Int.)		Manual Training		1917	1½	10		1,400	
	Campbell, Clara L.		(Household Sci. Instr.)		1918	1	8½			1,000
Clinton	Trealeaven, John W.	M.A., Tor.	Classics	Phys. Cul.	1907	27		1,800		
	Macdougall, Isabella J.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1910	12½	3			1,400
	Sinclair, Margaret		Art	Phys. Cul.	1916	2½	13			1,000
	Graham, Samuel T. H.	M.A., Tor.	Ph. Cul. (Int.), Mat. & Ph.		1916	2½			1,500	
	MacLeod, Augusta M.	B.A., Queen's	Science (Int.)	Phys. Cul.	1917	4½				1,400
	Ord, Annie L. (Int.)		Phys. Cul.		1919					1,000
Cobourg	Arthur, Colin C.	M.A., Queen's	Science		1893	27	1	2,100		
	Jones, Laura L.	B.A., Tor.	Eng., Fr. and Ger.		1898	25½				1,550
	Henry, Thomas M.	B.A., Tor.	Math.		1916	35	4		1,600	
	Davidson, Robert D. P.	B.A., Queen's	Science	Ph. Cl., A & H.	1916	3½	4		1,500	
	Hickey, Philippa A. V.		Phys. Cul. (Int.)		1916	6½	5			1,000
	Elcoat, Hazel I.		Com., Art	Phys. Cul.	1916	3	1½			1,400
	Entwistle, Merton L. .. (Int.)		Phys. Cul.		1917	1½			1,100	
	Penfold, Janet L.	M.A., Tor.	Classics		1918	4				1,400
	Boggs, Grace		(Household Sci. Instr.)		1917	1½	7½			700
Collingwood .	Feasby, William J.	B.A., Queen's	Fr. & Ger., Mods. & Hist.		1912	10½	53	2,000		
	Willoughby, Henry A. G.* (Int.)	M.A., Tor.	Science		1919	1¾	3½		1,800	
	Southcombe, Wm. J. S. (Int.)	B.A., Tor.	Classics, Phys. Cul.		1916	3½			1,600	
	Smith, Margaret		Com.	Art	1907	24	3			1,350
	Muirhead, Jessie L. ... (Int.)	B.A., Tor.	Math. & Phys., Phys. Cul.		1918	1	3			1,300

*On Military Service from Feb., 1915, to Oct., 1918.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Collingwood—Con.	Carman, Margaret E.	M.A., Tor.	Mods. & Hist.		1918	7	....	.....	.....	1,400
	Haycock, Margaret A.G. (Int.)	B.A., Queen's	Art	Phys. Cul.	1917	2½	1½	.....	.....	1,100
	Ellis, Victor A. (Int.)	.....	(Manual Training Instr.)		1918	½	6	.....	1,300	.....
	Wilson, Annie M. (Int.)	.....	(Household Sci. Instr.)		1917	2	6½	.....	.....	1,000
Fort William.	Wood, Elmore E.	M.A., McM.	Phys. Cul., Math.		1912	15½	2	2,700	.....	.....
	Cornell, Maurice L.	M.A., Queen's	Math.		1910	11	....	.....	2,200	.....
	Parlee, Edith	.....	Art, Com.		1908	24½	10	.....	.....	2,000
	Grant, Christine C.	B.A., Tor.	Mods. & Hist.		1914	15½	9	.....	.....	2,000
	Ogilvie, Alvin I.	B.A., McM.	Mods.&H. (Int.), Eng.&Hist.		1914	9½	....	.....	2,200	.....
	Millar, Maude	.....	Art, Phys. Cul. (Int.)		1917	4	½	.....	.....	1,300
	Rutledge, Evelyn M.	.....	Art (Int.)		1917	3½	....	.....	.....	1,200
	MacLaurin, James L.	M.A., McM.	Science	Phys. Cul.	1918	7	....	.....	1,900	.....
	Gundry, Helen M.	B.A., Tor.	Classics	Phys. Cul.	1918	14	....	.....	.....	1,600
	DeGroat, Charles	.....	(Man. Train. Instr.)		1918	1½	3	.....	1,900	.....
	Everson, Evelyn M.	.....	Household Sci.		1912	6½	5	.....	.....	1,500
Galt	Gundry, Arthur P.	B.A., Tor.	Science		1914	27½	....	2,800	.....	.....
	Carscadden, Thomas	M.A., Tor.	Eng. and Hist.		1881	43	3	.....	2,100	.....
	Hamilton, Robert S.	M.A., Tor.	Science		1894	29	....	.....	2,000	.....
	Carter, Janet W.	M.A., Tor.	Eng. & H. (Int.), Fr. & Gr.		1901	26	....	.....	.....	2,000
	MacKay, John M.	B.A., Queen's	Math.		1915	12½	7	.....	2,000	.....
	Althouse, John G.	M.A., Tor.	Classics, Phys. Cul.		1917	5½	....	.....	2,000	.....
	Fleming, Louis C.	.....	.....		1910	14½	6½	.....	1,700	.....
	Keys, George P.	.....	Phys. Cul. (Int.)		1916	3	8½	.....	1,500	.....
	Weatherill, Helen E. M.	.....	Com. Art	Phys. Cul.	1918	7½	1	.....	.....	1,400
	Fraser, Lulu B.	.....	Phys. Cul. (Int.), Art.		1916	6½	2½	.....	.....	1,400
	Phelan, Frank J.	.....	Manual Training (Int.)		1916	4½	5	.....	1,700	.....
	Crowe, Greta M.	.....	(Household Sci. Instr.)	Phys. Cul.	1915	4	....	.....	.....	1,000

Goderich	Hume, John P.	B.A., Queen's	Science	Agr. & Hor.	1911	27	....	1,800	.....	.....
	Robertson, Alexander M.	M.A., Queen's	Math., Fr. and Ger.	.....	1908	23½	3	.....	1,500	.....
	Clifford, Margaret K.	M.A., B.Pæd., Qn's.	Mods. & Hist., Eng. & Hist.	.....	1912	11½	5	.....	.....	1,400
	Hodge, Gertrude Agnes	B.A., Tor.	.....	Phys. Cul.	1909	10	1	.....	.....	1,000
	Durnin, Letitia E.	.....	Phys. Cul. (Int.)	.....	1912	6½	5	.....	.....	1,000
	Urquhart, Mrs. Ethel K.	B.A., Tor.	Classics	.....	1917	11½	....	.....	.....	1,400
	Govenlock, Janet S. (Int.)	.....	Art	.....	1918	1½	1	.....	.....	1,100
Guelph	Davison, James	B.A., Vic.	Math.	.....	1892	44	2	2,300	.....	.....
	Charlesworth, John W.	B.A., Queen's	.....	.....	1915	28	3½	.....	1,900	.....
	Skinner, Kate C.	B.A., Tor.	Eng., Hist., Fr. & Ger.	.....	1895	24	1	.....	.....	1,600
	McNiece, James	B.A., Tor.	Science	.....	1910	23	3	.....	1,900	.....
	Hooper, Arthur G.	M.A., Tor.	Classics	.....	1916	5½	2½	.....	1,900	.....
	Blyth, Sara	.....	Com.	.....	1910	13½	7	.....	.....	1,500
	Hartford, James	.....	.....	.....	1911	8½	3	.....	1,450	.....
	Humphries, B. Rowena	.....	Art	.....	1913	9	3	.....	.....	1,300
	Fritz, Myrtle E.	.....	Com. (Int.)	.....	1917	3½	½	.....	.....	1,100
	Cinnamon, Mabel A. (Int.)	B.A., Tor.	Mods. & Hist.	.....	1918	2	1	.....	.....	1,100
	Knight, Florence (Int.)	B.A., Tor.	Phys. Cul., Art	.....	1918	1½	....	.....	.....	1,100
	Shaw, Elsie M. (Int.)	.....	.....	.....	1918	½	½	.....	.....	1,000
Hamilton	Thompson, Robert A.	B.A.,Tor.,LL.D.,McM	Math.	.....	1885	33½	....	3,700	.....	.....
	Turner, John B.	B.A., Queen's	Math., Science	.....	1885	37	3	.....	2,800	.....
	Logan, William M. †	M.A., Tor.	Classics	.....	1892	33	....	.....	2,400	.....
	Hogarth, Eber S.	B.A., Tor.	Eng., Fr. and Ger.	.....	1892	30	....	.....	2,600	.....
	Simpson, Benjamin L.	M.A., Queen's	Math.	.....	1905	13½	3	.....	2,500	.....
	Morris, Arthur W.	M.A., Tor.	Classics	.....	1906	14	5	.....	2,500	.....
	Johnston, George L.	B.A., Queen's	Art, Com.	.....	1888	31	3	.....	2,500	.....
	Armstrong, George F.	B.A., Tor.	Math.	.....	1907	16½	1½	.....	2,400	.....
	Morrison, Edward	B.A., Tor.	Science, Math.	.....	1907	12½	6	.....	2,400	.....
	Marshall, Charles F.	B.A., Tor.	Science	.....	1909	11½	....	.....	2,300	.....
	Freeman, John A.	B.A., Tor.	Classics	.....	1909	30	....	.....	2,300	.....
	McGee, Cyril H.	B.A., Trin.	Math.	.....	1909	22	....	.....	2,300	.....
	Moffat, William J.	B.A., Queen's	.....	.....	1909	9½	12	.....	2,300	.....
	Collins, Herbert E.	B.A., Tor.	Mods. and Hist.	.....	1911	12½	....	.....	2,300	.....
	Sheppard, Alton M.	B.A., Tor.	Math.	.....	1911	10	2½	.....	2,200	.....
	Price, Charles F.	B.A., Tor. & West.	Eng. and Hist.	.....	1913	8	8	.....	2,150	.....
	Beck, Clinton G.	B.A., Queen's	Mds. & H., Fr. & Gr. (Int.)	.....	1914	5½	½	.....	2,000	.....
	Foucar, Walter K.	M.A., Tor.	Eng. & Hist., Fr. & Ger.	.....	1914	23½	....	.....	2,100	.....
	Pugh, Harry C.	B.A., Tor.	Science (Int)	.....	1915	4½	2½	.....	1,850	.....
	Devitt, S. Girvin	B.A., Tor.	.....	.....	1915	4½	2	.....	1,800	.....
	McGarvin, Michael J. *	B.A., Tor.	Mods. and Hist.	.....	1919	10	1¾	.....	2,500	.....
	Edwards, John J. **	B.A., Queen's	Fr. and Ger.	.....	1919	8	6	.....	2,200	.....
	Clarke, Walter	B.A., McM.	Classics	.....	1919	3½	....	.....	1,700	.....
	Edwards, Mabel C.	.....	Phys. Cul. (Int.)	.....	1908	12½	....	.....	.....	1,200

*On Military Service from July, 1916, to Dec., 1918. **On Military Service from Sept., 1918, to Jan., 1919. †On Leave of Absence.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Hamilton—Con.	Hill, Mary A.		Art (Int.)		1909	17	4			1,200
	Brown, Margaret S. (Int.)	B.A., Tor.	Phys. Cul.		1917	1½	2			1,100
	Gordon, James I. (Int.)	B.A., Tor.	Phys. Cul.		1918	½	3½		1,700	
	Taylor, Frederick		(Man. Train. Instr.)		1918	6	3		1,900	
	Hamill, Alice M. (Int.)	B.A., Tor.	Household Sci., Phys. Cul		1918	½				1,000
Ingersoll	Shales, William E.	M.A., B.Pæd., Q'ns	Science, Phys. Cul.		1914	4½	4	2,000		
	Lockett, Horace G.	M.A., Queen's	E. & His. (Int.), Classics	Phys. Cul.	1916	2½			1,700	
	Jackson, Katherine M.	B.A., Tor.	Phys. Cul. (Int.) Mods & H.		1916	9				1,200
	Hudson, Annie L.		Art, Com. (Int.)	Phys. Cul.	1917	5½	12½			1,200
	Tovell, Alene M. (Int.)	B.A., Queen's	Eng. & Hist.		1917	1½	1			1,000
	Martin, Jean E.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1918	2½				1,300
	Kendall, Sybel M. (Int.)	B.A., Tor.	Household Sci.	Phys. Cul.	1918	½				900
	Macaulay, George A. (Temp.)		(Man. Train. Instr.)		1918	1			900	
Kingston	Sliter, Ernest O.	M.A., Tor.	Classics		1888	31		2,500		
	Anderson, William G.	B.A., Tor.	Eng. and Hist., Classics		1909	17½	3½		1,900	
	Fraser, James W.	B.A., Tor.			1904	15½	10		1,500	
	Saunders, William J.	M.A., Qn's, M.S., Chi.	Science		1908	18½	3		1,900	
	Hedley, William P.	B.A., Tor.	Math.		1908	14½	8		1,600	
	Chase, Reginald M.	B.A., Tor.	Classics		1910	13			1,700	
	Henstridge, Elizabeth	M.A., Queen's	Eng., Hist., Fr. & Ger.		1907	17½	7			1,300
	Chown, Hattie L.				1905	14	20			1 200
	Kelly, James W.	B.A., Queen's			1912	6½	15		1,500	
	Casselman, Mrs. Cora T.	B.A., Queen's	Eng. and Hist. (Int.)		1913	5½	3			1,500
	Shurtleff, William M.	B.A., Queen's	Art, Com.		1913	9½	8		1,800	
	Box, Mrs. Florence M.	B.A., Queen's			1915	3½				1,200
	Hitsman, Samuel A.	B.A., Queen's	Com. (Int.)		1916	4½	20		1,500	

	Irving, Geraldine N.	B.A., Queen's			1916	2½	2			1,100
	Smith, George R.	B.A., Tor.	Math.		1917	7½	3½		1,800	
	Otto, George S.	B.A., Queen's	Phys. Cul. (Int.), Mods&H		1917	4½	3		1,700	
	Palmer, George A.		(Drill Instructor)		1910	8				
Kitchener-Waterloo	Forsyth, David	B.A., Tor.	Math.		1901	41½	1	2,200		
	Mallory, Bertha		Com.	Art, Phys. Cul.	1913	11½	10			1,450
	Pugsley, Edmund	B.A., Vic.	Science	Agr. & Hor.	1909	28			1,870	
	Kerr, Charles S.	B.A., Tor.	Classics, Eng. and Hist.		1911	31			1,870	
	Brown, Harry W.	B.A., Queen's	Art		1905	13½	17		1,870	
	Lee, Anna A.		Art (Int.)		1912	9	4			1,050
	Barber, Etta L.				1914	6½	5½			1,050
	Erb, Maurice	B.A., Queen's	Eng. and Hist.		1917	2½	5		1,700	
	de Guerre, Laura B.	B.A., Tor.	Mds. & H., P.C., (Int.) F&G		1917	4½				1,450
	Pengelley, Olympus R.		Manual Training		1919	4	5		1,760	
	Boyd, Marion K.		(Household Sci. Instr.)		1914	5				1,000
	Jones, Stephanie W.		(Phys. Cul. Instr.)		1915	3	½			
	Phillips, Michael H.		(Phys. Cul. Instr.)		1918	½				
Lindsay	Kirkconnell, Thomas A.	B.A., Queen's	Math.		1908	33	3	2,500		
	Jennings, Edwin Wm.	B.A., Tor.	Eng. and Hist.		1909	16	4		1,800	
	Lucas, Gavin A.	B.A., Tor.	Com.	Art	1910	16	6		1,800	
	Firth, Thomas	M.A., Tor.	Science	Agr. & Hor.	1912	8½	2½		1,800	
	Moir, Catherine E.				1908	24½	4			1,200
	Johnson, Alfred	B.A., Queen's	Phys. Cul. (Int.)		1916	2½			1,500	
	O'Neill, Morgan J.	B.A., Queen's			1917	4½	2½		1,400	
	Montgomery, Mayme I.	B.A., McM.	Art, Fr. & Ger.		1917	5½				1,500
	Hambly, Philo K.* (Int.)	B.A., McM.	Classics		1918	1½			1,600	
	Cameron, Mrs. Ethel M. (Int.)	M.A., Queen's	Fr. and Ger.		1918	5½				1,300
	Shook, Muriel A.		Phys. Cul.	Art, Ag. & Hor.	1918	6½				1,200
London	Mooney, Wm. H. T.	B.A., Tor.	Classics		1903	16½	6	2,700		
	MacDonald, George L.	B.A., Tor.	Eng., Fr. and Ger.		1908	26	7		2,150	
	Dickinson, James A.		Com.		1895	32	4		2,100	
	Riddell, Frank P.	B.A., Tor.	Classics		1898	29			2,100	
	Gray, Neil R.	B.A., Tor.	Mods. and Hist.		1904	15½	3		2,250	
	Cameron, John H.				1911	20	9		2,000	
	Buchanan, John A.	B.A., Queen's	Com.		1907	17½	3		2,000	
	Walker, Arthur J.	B.A., Queen's	Com.		1908	15	8		2,000	
	Calvert, Joseph F.	M.A., McM.	Science	Agr. & Hor.	1909	14	1½		2,100	
	Martin, Setephen	B.A., Tor.	Math.		1912	32	3½		2,100	
	Bluett, Claude K.	B.A., Queen's			1912	6½	14		2,050	
	Kelso, Alice C.				1897	23½	2½			1,500
	Winnett, Violet E.	B.A., Western			1912	6½	23			1,500

*On Military Service from July, 1917, to Jan., 1918.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificate (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
London—Con..	Firth, Joseph W.	B.A., Tor.	Science		1914	11	2	.....	2,100	.....
	Menhennick, Ada M.	B.A., McM.	Mods. and Hist.....(Int.)		1914	6½	3½	.....	.....	1,500
	McCamus, Bessie	B.A., Tor.	Eng. and Hist., Art (Int.)		1913	9	....	.....	.....	1,500
	Miller, Everton A.	M.A., McM.	Classics		1918	6½	3	.....	2,000	.....
	Blake, Richard J.		Com.		1915	10½	2	.....	2,000	.....
	Oates, Thomas W.		Com.		1915	7½	2	.....	2,000	.....
	Goldstock, Isidore ....(Int.)	M.A., Tor.	Mods. and Hist.		1917	1½	....	.....	1,800	.....
	Manley, Mary J. .....(Int.)	B.A., West.	Phys. Cul.		1917	2½	....	.....	.....	1,400
	Ferguson, John	B.A., Queen's			1918	12½	8	.....	2,000	.....
	Murdy, Arthur M. ....(Int.)				1918	7½	8	.....	1,700	.....
	McNeil, William G.	B.A., Queen's	Eng. and Hist.		1918	3½	3½	.....	1,900	.....
	Macdonald, Fred J.	M.A., Tor.	Math. and Phys.	Art. Phys. Cul..	1619	3½	3	.....	1,800	.....
	Urlin, William R. ....(Int.)	B.A., Queen's	Math.	Phys. Cul.....	1919	½	1½	.....	1,800	.....
	Adams, William A.		Manual Training		1917	9	20	.....	1,900	.....
	Davidson, S. Kelso		(Art Instructor)		1887	38	....	.....	1,000	.....
	MacPherson, Mary C.	B.A., Queen's	(Household Sci. Instr.) ..		1908	16	....	.....	.....	1,600
	Syme, John J.		(Drill Instructor)		1916	13½	....	.....	1,500	.....
Morrisburg....	Elliott, Thomas E.	B.A., Tor.	Fr., and Ger., Eng.		1914	30	....	1,800	.....	.....
	Boyd, Annie A.	M.A., Queen's	Com., Science		1907	14½	8	.....	.....	1,500
	Pringle, Gertrude	B.A., Tor.	Art, Classics	Phys. Cul. ...	1912	13½	½	.....	.....	1,400
	Morrison, Selkirk A.	B.A., Queen's	Phys. Cul. (Int.) Eng. & H.		1915	16½	4	.....	1,400	.....
	Munro, Margaret K.	B.A., Tor.	Math.	Phys. Cul. ...	1918	8½	5½	. ..	.....	1,300
Napanee.....	Maclean, Godwin V.	M.A., Tor.	Math.		1913	26	1½	1,800	.....	.....
	Smith, Thomas C.	M.A., Queen's	Science	Agr. & Hor.	1917	19	14	.....	1,700	.....
	Baker, Sarah J.		Com.	Phys. Cul. ...	1914	13½	2½	.....	.....	1,200
	Locklin, Elva J.	B.A., Tor.	Art .....(Int.)		1913	5	4	.....	.....	1,050

	Davis, Eleanor A. ....(Int.)	B.A., Tor.	Phys. Cul.		1917	1½	½			1,000
	McCamus, William R. .....*	B.A., Tor.	Phys. Cul. (Int.), Classics		1918	2	....		1,400	
	Girdler, Winifred A. M. (Int.)	M.A., Queen's	Mods. & Hist.		1919	1	....			1,200
Niagara Falls..	Dickson, James D.	B.A., Tor.	Math.		1893	31	3	2,450		
	Walker, David M.		Com.		1893	29	16		1,950	
	Will, George E. .....†	B.A., Tor.	Classics		1901	19	3		1,950	
	Bielby, George H.	B.A., Tor.	Science		1913	11½	7		1,950	
	Agla, Mildred A.		Art		1915	8½	2			1,550
	Howson, Alexandra A.	B.A., Queen's	M.&H.(Int.),F.&G. Ph. Cl.		1916	9	2			1,500
	Ward, Ada L.	M.A., Tor.	Mods. & Hist.	Phys. Cul.	1917	10	3			1,500
	Whitelock, Stanley G..(Int.)	B.A., Tor.	Phys. Cul.		1918	½	3		1,550	
	Dickson, Helen M.		Com., Art .....(Int.)	Phys. Cul.	1918	6½	2			1,450
	VanAlstyne, Susan A.	B.A., Tor.	Math.		1918	6	3½			1,450
	Messmore, Joseph F.	B.A., Tor.	Classics		1919	26	....		1,800	
North Bay....	Brown Percy W.	B.A., Queen's	Science		1913	25	4	2,500		
	Wallace, Frank D.	M.A., Queen's	Math.		1913	8½	....		2,000	
	Bottoms, Emma M.		Art, Com.		1914	6½	9			1,400
	Farmer, Bessie S.	B.A., McM.	Mods. & His.(Int.) Ph. Cul.		1916	2½	1			1,300
	Mackintosh, Helen	M.A., Queen's	Fr. and Ger.		1916	8½	....			1,450
	Affleck, Elsie	M.A., Tor.	Classics	Phys. Cul.	1916	5½	....			1,450
	King, Eva W.	B.A., Tor.	Phys. Cul.		1916	4½	....			1,350
	Leuty, James H. S.		Phys. Cul.		1917	3½	1½		1,300	
Orillia.....	Lillie, John T.	B.A., Vic.	Classics		1910	31½	....	2,100		
	Doidge, Thomas Clarke	B.A., Tor.	Math., Com.		1899	25	8		1,700	
	McGill, David H.	M.A., Queen's	Science		1914	7	3½		1,800	
	Watterworth, Grace M.		Com.		1914	17½	2			1,450
	Clark, Ira E.		Phys. Cul. .....(Int.)	Com.	1906	12½	7		1,400	
	Jamieson, Mrs. Lulu M.	B.A., Tor.	Mods. and Hist.	Phys. Cul., Art.	1918	2½	....			1,100
	Cryderman, May	B.A., Tor.	Eng. and Hist.	Phys. Cul. ...	1918	4½	....			1,100
	Kenny, Vera B.	B.A., Tor.	Art	Phys. Cul. ...	1917	2½	....			1,050
	Lott, Edith A.		Phys. Cul. .....(Int.)		1917	4½	1			1,050
Ottawa.....	McDougall, Alex. H.	B.A.,Tor.; LL.D.,Qn's	Math.		1889	33½	....	3,600		
	Marty, Aletta E.	M.A., Queen's	Fr. and Ger.		1903	24	3			2,500
	Norris, Isaac T.	B.A., Queen's	Math.		1898	23	....		2,500	
	Hardie, William	B.A., Tor.	Classics		1905	27	....		2,500	
	Stothers, Robert	B.A., Queen's			1887	32	8		2,500	
	Hood, Finlay	B.A., Queen's	Com. (Int.), Art		1906	14	7		2,500	
	Simpson, Robert S.	B.A., Queen's	Com.		1903	20	9		2,500	
	Smeaton, William	B.A., Tor.	Science		1906	18½	1½		2,400	
	Stevenson, William J.				1906	28	8		2,100	
	Tomkins, Elizabeth A.				1902	16½	19			2,100
	Mann, Harry C.	B.A., McM.			1907	11⅓	6		2,100	

*On Military Service from June, 1916, to Nov., 1917. †On Leave of Absence.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Ottawa—Con..	Graham, William A.	B.A., Tor.			1908	20⅓	3	.....	2,100	.....
	Kaiser, Jesse B.				1909	25	4	.....	2,100	.....
	Muir, Jessie	M.A., Queen's	Fr. and Ger.		1909	9½	8	.....	.....	2,000
	Mabee, George E.	B.A., Tor.	Classics, Fr. and Ger.		1910	25½	....	.....	2,100	.....
	Lane, James S.	B.A., Tor.	Fr. and Ger.		1911	22	....	.....	2,100	.....
	Stewart, George B.	B.A., Queen's	Math.		1911	9½	2	.....	2,100	.....
	Gilchrist, Dugald A.	B.A., B.Paed., Tor..	Eng. and Hist.		1912	13½	7	.....	2,500	.....
	Donaldson, William	B.A., Tor.	Science		1912	18	5½	.....	2,100	.....
	Smith, Henry L.		Com. (Int.)		1912	9	6½	.....	2,100	.....
	Curtis, Jeremiah T.	B.A., Queen's			1913	5½	15	.....	1,800	.....
	Howie, James R.			Phys. Cul.	1914	5½	....	.....	1,860	.....
	Anderson, Frank C.	B.A., M.D., C.M., Qn's..	Science, Com.		1914	13½	5	.....	2,100	.....
	Readdie, George	B.A., McM.; M.A., Ed.	Fr. and Ger.		1914	5½	....	.....	1,900	.....
	Latour, Charles A.	B.A., Laval			1914	4½	1	.....	1,700	.....
	Stuart, Frederick A.	M.A., Tor.	Science		1915	23	....	.....	2,100	.....
	Batstone, A. Thomas	B.A., Queen's			1915	8½	1½	.....	1,800	.....
	MacMinn, Marie	B.A., Queen's	Mods. & H., P.C. (Int.) E. & H.		1915	3½	....	.....	.....	1,400
	Gilhooly, Beatrice C.	B.A., Queen's	Eng. & Hist. (Int.)		1915	3½	....	.....	.....	1,500
	Hilis, Minnie B.	B.A., Tor.	Math.		1916	17	....	.....	.....	1,900
	Johnston, Agnes M.		Art, Com.	Phys. Cul.	1916	15	2	.....	.....	1,800
	Burridge, Arthur A. (Int.)	B.A., McM.	Phys. Cul.		1916	2½	....	.....	1,700	.....
	MacKay, Donald, A.	M.A., Queen's	Science		1916	16½	5	.....	2,100	.....
	Redick, Claire L.	B.A., Tor.	Phys. Cul.		1917	3½	....	.....	.....	1,600
	Kellock, Evelyn D.	B.A., McM.	Eng. and Hist.		1918	5½	....	.....	.....	1,300
	Kilpatrick, Jessie S.	B.A., Queen's	Phys. Cul.		1918	5	1½	.....	.....	1,400
Owen Sound...	Merritt, Robert N.	B.A., Tor.	Math.		1916	19	1½	2,250	.....	.....
	Packham, James H.	B.A., Vic.	Math., Com.	Art	1884	35½	2	.....	1,900	.....

	Brown, Lyman	M.A., Tor.	Classics		1903	21⅓	1½		1,900	
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist.		1909	17½			1,900	
	Robertson, George A.	B.A., Tor.	Science		1909	14½	5		1,900	
	Whitely, Lester R.	B.A., Tor.	Mods. and Hist.		1910	16⅓			1,900	
	Dowkes, William J.		Phys. Cul. (Int.)		1903	15	12		1,500	
	Power, Eva A.		Com.	Phys. Cul.	1918	5½	3			1,250
	Somerville, Eva M.		Art (Int.)	Phys. Cul.	1918	4				1,050
	De Foe, Eugenie M.	B.A., Tor.	Art (Int.), Phys. Cul.		1918	2½	5			1,150
	Masson, Isabel F. (Int.)	B.A., Tor.			1918	½				950
	Prichard, Frances P.		(Household Sci. Instr.)		1906	12				1,000
	Windsor, Thos. (Temp.)		(Manual Training Instr.)		1918	½			1,400	
Perth	Trench, William W. A.	B.A., Tor.	Phys. Cul. (Int.), Classics	Com.	1918	14½	5	1,900		
	Hubbs, Mary W.	B.A., Queen's	Fr. and Ger. (Int.)	Phys. Cul.	1918	3½				1,300
	Mott, Stella K.	B.A., Tor.	Art, Eng. & Hist. (Int.)		1918	7½	4			1,300
	Firby, Mrs. Emma Ford		Com.	Phys. Cul.	1918	9½	4			1,300
	Humphries, Wilhelmina M.	B.A., Queen's	Math. and Phys. (Int.)		1918	4½				1,400
	Philp, Nellie M.	B.A., Queen's	Phys. Cul., Science (Int.)		1918	3	4			1,400
Peterborough	Kenner, Henry R. H.	B.A., Tor.	Classics		1893	30½	½	2,700		
	Pettit, Louis J.	B.A., Queen's	Eng. and Hist.		1908	13½	3		2,000	
	Jamieson, Clinton E.	B.A., Qn's., LL.B., Man.	Phys. Cul. (Int.), Com.		1911	14½	1		2,000	
	Morris, Francis J. A.	M.A., Tor.; B.A., Oxon.	Classics		1913	8			1,950	
	Hone, Arthur D.	M.A., Tor.	Phys. Cul. (Int.), Science		1914	6	2		2,000	
	Browne, Carl S.	M.A., McM.	Math. and Phys.		1914	5½			1,950	
	Henry, V. Roland	M.A., Queen's	Science		1914	4½			1,950	
	Graham, Samuel J.	B.A., McM.			1916	3			1,450	
	Wallace, Muriel J. W.	B.A., Tor.	Phys. Cul., Mods. & His.		1917	3½				1,800
	Zavitz, Arthur S.	B.A., Queen's	Math.	Phys. Cul.	1917	10½	3½		1,800	
	Sanderson, Lenore A.	B.A., Queen's	Phys. Cul. (Int.) Art		1917	3½				1,450
	Faint, Pearl B.	M.A., Tor.	Mods. and Hist.		1918	10½				1,700
Picton	Kerfoot, Horace W.	B.A., Queen's	Classics		1915	14	11	2,300		
	Solmes, Harriette M.	B.A., Queen's			1912	11	1½			1,200
	Hewitt, Cora E.	B.A., Tor.	Phys. Cul., Mods. and His.		1913	6½	2⅓			1,400
	Reid, Edith L.		Art, Com.		1916	10½	6½			1,300
	Graham, Hugh H.	B.A., McM.	Science	Ag. & Hor., P.C.	1917	3½			1,800	
	Hubbs, Maude	B.A., Queen's			1917	2½	1½			950
	Kinnee, Herbert C.	B.A., Tor.	Math. & Phys., Ph.Cl. (Int.)		1918	4½	2		1,500	
	Clinton, Nell M. (Int.)	B.A., Queen's		Phys. Cul.	1918	½	4½			900
Port Arthur	Howell, William B. L.	B.A., Tor.	Classics		1904	21		2,600		
	Cranston, David L.	B.A., Tor.	Math.		1907	15			2,200	
	Rosevear, Howard S.	B.A., Tor.; M.A., Harv.	Com. (Int.), Science		1910	23			2,200	
	Aitchison, Belle		Art		1903	24	3			1,800

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
Port Arthur.—*Con.*	Trenaman, Mabel N.	B.A., Tor.	Phys. Cul., Mods. & Hist.		1916	16½	....	.....	.....	1,700
	White, Kate E.	.....	Art (Int.), Com.		1918	13	1	.....	.....	1,600
	Holmes Mary J. (Int.)	B.A., Tor.	Household Science		1917	1¾	....	.....	.....	1,300
	Evans, Fred. J. (Temp.)	.....	(Manual Training Instr.)		1918	1	....	.....	1,475	.....
Renfrew	Bryan, Hugh W.	M.A., Queen's	Classics		1907	21½	....	2,200	.....	.....
	Baird, Alex. W.	M.A., Queen's	Eng., His., Fr. and Ger.		1908	10¾	....	.....	1,900	.....
	Corkery, Florence	M.A., Queen's	Art, Eng. and Hist.		1910	11	3	.....	.....	1,450
	Fritz, Olive E.	.....	Com.		1913	8	....	.....	.....	1,450
	Scott, Rena C.	.....	Phys. Cul. (Int.)		1915	7¼	2	.....	.....	1,350
	McGregor, Pearl	.....	.....	Phys. Cul.	1912	6¾	3½	.....	.....	1,150
	Davies, Norman	B.A., McM	Science, Phys. Cul.	Agr. & Hor.	1918	3¼	....	.....	1,800	.....
	Higginson, Maria A.	B.A., Queen's	Math. (Int.)	Phys. Cul.	1918	18	2½	.....	.....	1,700
St. Catharines	Coombs, Albert E.	M.A., B.Paed., Tor.	Classics		1909	26½	....	2,050	.....	.....
	Odlum, Eleanor D.	B.A., Trin.	Mods. and Hist.		1907	15¾	1	.....	.....	1,700
	Anderson, Lillie C.	.....	Com.		1912	15	3	.....	.....	1,500
	Lauder, Beatrice G.	M.A., Queen's	Eng. and Hist		1912	7	....	.....	.....	1,500
	Taylor, Wilson	B.A., Tor.	Math.		1914	33	2½	.....	1,850	.....
	MacKenzie, Eva F.	.....	Art		1914	10½	9½	.....	.....	1,300
	Jenner, Madeline M.	B.A., Tor.	Phys. Cul.		1914	4½	....	.....	.....	1,250
	Poirier, Mary H.	.....	.....		1916	4½	1	.....	.....	1,100
	Doherty, John C.	B.A., McM.	Science	Phys. Cul.	1917	8	....	.....	1,700	.....
	Gibson, Viola M. (Int.)	.....	.....		1917	1¾	2	.....	.....	900
	Danard, Charles H.	B.A., Tor.	Phys. Cul. (Int.)		1917	3½	2½	.....	1,500	.....
	Bell, Lily M. (Int.)	M.A., Western	.....	Art	1918	1½	6	.....	.....	900
	Moyer, Lina R. (Int.)	B.A., Tor.	Phys. Cul.		1919	1½	....	.....	.....	900

St. Mary's	Bocking, William R.	M.A., Tor.	Phys. Cul. (Int.) Math. & Phys.		1915	0½	1	1,750		
	Ramage, George E.	B.A., McM.	Phys. Cul., Science (Int.)		1918	2½			1,600	
	Colbeck, Marjorie M.	B.A., Tor.	Classics	Phys. Cul.	1916	4½				1,300
	Hamer, Lottie E.	B.A., Tor.	Mods. and His., Phys. Cul.		1917	5	2½			1,300
	Macpherson, Mary K. (Int.)	B.A., Queen's	Mods. and Hist.	Phys. Cul.	1918	1	½			1,000
	Burns, Grace	B.A., Tor.	Phys. Cul (Int.), Art		1918	3½				1,000
	Heather, Ruth B.		Com. (Int.)	Phys. Cul.	1918	3½				1,000
St. Thomas	Voaden, Arthur C.	M.A., Queen's	Eng. and Hist., Com.		1903	24	2	2,300		
	Cook, Margaret	M.A., Tor.	Eng., His., Fr. & Ger.		1903	23				1,750
	Liebner, Ernest O.	B.A., Queen's	Science		1909	25			1,900	
	Gray, George L.	B.A., Tor.	Eng. & Hist.		1909	11½			1,800	
	Wing, Henry				1908	11	9		1,600	
	McEachern, John G.	B.A., Queen's	Eng. and Hist.		1909	10½	4½		1,800	
	Thomas, Neil J.		Art		1910	9	7½		1,800	
	Berney, Laura J.	B.A., Queen's	Phys. Cul. (Int.)		1911	11½				1,450
	Stone, Alice B.		Com.		1913	16½	8			1,750
	Tanner, Alice M.		Com.		1915	6½	1½			1,750
	Coulter, Eva M.	B.A., Queen's	Eng. and Hist. (Int.)		1915	5½	5½			1,250
	Tanner, Annie M. (Int.)		Phys. Cul., Com.	Art	1917	2½	1			1,250
	Harvey, Martha A.	B.A., Tor.	Math. & Phys., Phys. Cul.		1918	13				1,550
	French, Fred. W.	B.A., Tor.	Classics		1919	21½			1,750	
	Palmer, Ethel M.		Household Science		1914	5	5½			1,050
	Seaman, John R. (Temp.)		(Manual Training Instr.)	Man. Train.	1918	½	2		1,250	
	Tanton, Francis *		Phys. Cul. (Int.), Man. Tr.		1919	12½	7		1,600	
Sarnia	Brown, Clarence L.	M.A., McM.	Math.		1918	9	2	2,100		
	Grant, David M.	B.A., Tor.	Classics		1885	35			1,950	
	Dent, William A.		Science		1904	21	2		1,950	
	Story, Gladys S.	M.A., Queen's	Mods. and Hist.	Phys. Cul.	1915	16				1,850
	Campbell, Minnie M.		Art, Com.		1912	11½	10½			1,400
	Cruickshank, Libbie		Com.		1913	13½	5			1,400
	Campbell, Lillian M.	B.A., Tor.	Mods. and Hist.		1915	3½				1,350
	Runnings, Joseph B. C.		Phys. Cul. (Int.)		1917	3½	1		1,500	
	Gordon, Mary M.		Phys. Cul. (Int.)		1918	3½	3½			1,350
	Burk, Charlotte A.	B.A., McM.	Com. (Int.)		1918	3	1			1,300
	Harris, Mary A.	B.A., McM.	Mods. and Hist.		1918	6½	½			1,300
Seaforth	Ross, John F.	M.A., Tor.	Math. & Phys., Phys. Cul.		1913	5½	2½	2,000		
	Hazen, Arthur C.	M.A., Tor.	Science (Int.)	Phys. Cul.	1915	3½	3½		1,700	
	MacPherson, Pearl	B.A., Queen's	Classics (Int.)		1918	4½				1,250
	Hall, Marjorie S. (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	½				1,200
	Pridham, C. Irene		Art (Int.), Com.	Phys. Cul.	1918	5½				1,150
	Traver, Lillie A.	B.A., Queen's	Eng. and Hist (Int.)	Phys. Cul.	1918	2½	3½			1,100

*On Military Service from Nov., 1915, to Oct., 1917.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Smith's Falls..	Rose, Robert C.	B.A., Tor.	Math.		1907	27	3½	2,050	.....	.....
	Burns, Charles J.	B.A., Queen's	Classics		1912	9½	....	.....	1,700	.....
	McWhorter, Mary V.	B.A., Tor.	Mods. and Hist.		1916	9	....	.....	.....	1,400
	Bunton, George W.	B.A., Queen's	Science	Agr. and Hor..	1916	7½	4	.....	1,700	.....
	McCallum, Mary A.	B.A., Queen's	Phys. Cul. (Int.),Eng. & H.		1916	3½	2½	.....	.....	1,100
	Ryan, Mae H.	B.A., Queen's	Art (Int.)		1915	3½	....	.....	.....	1,000
	Keegan, Joseph D.	.....	Com.		1917	13½	13	.....	1,400	.....
	Ferguson, William T.	.....	(Man. Train. Instr.)		1912	7	12	.....	1,600	.....
Stratford.....	Mayberry, Charles A.	B.A., LL.B., Tor....	Classics		1891	35	2	2,500	.....	.....
	Malcolm, George	B.A., Queen's	Eng. and Hist.		1890	34	6	.....	1,950	.....
	Sprung, Whitfield L.	B.A., Tor.	Math. and Phys.		1908	15	5	.....	2,100	.....
	Marty, Sophie E.	M.A., Queen's	Eng., Hist., Fr. and Ger..		1900	26	3	.....	.....	1,950
	McMillan, William J.	B.A., Tor.	Science		1912	9½	5	.....	1,900	.....
	McQueen, Rose J.	B.A., Tor.	Eng. and Hist.		1912	11	1	.....	.....	1,850
	Taylor, Daisy E.	.....	.....		1914	13	4½	.....	.....	1,300
	McCrimmon, Leon R.	M.A., McM.	.....		1914	4½	....	.....	1,500	.....
	Davis, Irene P.	B.A., Tor.	Art	Phys. Cul. ...	1916	4½	3	.....	.....	1,200
	Day, John W.	*	.....	.....	1918	9½	14	.....	1,500	.....
	Bell, John A.	.....	.....	Ag. & H., Ph. Cl	1918	6	....	.....	1,500	.....
	Morgan, Pearl S.	.....	Phys. Cul. (Int.) Com.	.....	1918	2½	2	.....	.....	1,350
	Mowbray, Tena P. ....(Int.)	.....	(Household Sci. Instr.) ..	.....	1918	½	3	.....	.....	900
Strathroy.....	Sexton, James H.	M.A., Queen's	Science	.....	1914	22	9	2,000	.....	.....
	Hardy, John H.	B.A., Tor.	Phys. Cul. (Int.), Classics	.....	1917	2½	....	.....	1,500	.....
	Henry, Elizabeth C.	B.A., Queen's	Fr. & Ger., Mods. & Hist..	.....	1913	9½	13	.....	.....	1,250
	Martyn, Tena	.....	Phys. Cul. (Int.), Art ...	.....	1916	2½	1	.....	.....	1,050
	Pirie, Lizzie B.	.....	Com. .....(Int.)	Phys. Cul. ...	1916	2½	1	.....	.....	1,050
	McKillop, Archie F. ..(Int.)	B.A., Queen's	Math.	Phys. Cul. ...	1919	1	....	.....	1,300	.....

Toronto, Harbord St.	Hagarty, Edward W.	M.A., Tor.	Classics		1892	35	....	3,400	.....	.....
	Glassey, David A.	B.A., Tor.	Classics		1906	24½	....	.....	2,600	.....
	Wightman, Robert	B.A., Tor.	Math.		1908	21	....	.....	2,600	.....
	Ivey, Thomas J.	M.A., Tor.	Science		1909	22½	....	.....	2,600	.....
	Irwin, Herbert W.	B.A., Tor.	Mods. and Hist.		1915	17	....	.....	2,600	.....
	Ayers, M. Huntley	M.A., Queen's	Science		1911	14½	8	.....	2,300	.....
	Fraser, Charles G. (Jr.)	M.A., Tor.	Science		1910	8½	....	.....	2,300	.....
	Carlyle, John A.	B.A.,Tor.; M.A.,Harv	Eng. and Hist.	Phys. Cul.	1911	9	2	.....	2,200	.....
	Hawkins, Maud M.	B.A., Tor.	Eng., Hist., Fr. & Ger.		1911	18	....	.....	.....	2,400
	Knight, Carrie M.	M.A., Tor.	Class., Eng. & Hist.	Phys. Cul.	1913	9½	....	.....	.....	2,200
	Young, Edmund T.				1911	12	20	.....	2,400	.....
	Adams, John H.	B.A., Tor.	Phys. Cul.		1913	10½	....	.....	2,300	.....
	Corbett, L. Hamilton	M.A., Tor.	Mods. and Hist.		1913	5½	....	.....	2,200	.....
	Robinson, Frances A.	B.A., Tor., M.A., Col.	Phy. Cl. (Int.), Eng &Hist		1915	7½	2½	.....	.....	2.100
	MacGregor, Mrs. Jeanette E.		Phy. Cl. (Int.), Art, Com.		1917	9	4	.....	.....	1,900
	Rochat, Mrs. Norma D.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1914	9	....	.....	.....	2,200
	Sanderson, Oliver N.	B.A., Tor.			1916	3½	....	.....	1,700	.....
	Fitch, Martha A.	B.A., McM.	Math.		1918	4	12	.....	.....	1,600
	Sealey, Ethel M.	B.A., Tor.	Phy. Cl. (Int.), Mods. & H.		1918	17	1	.....	.....	2,500
	Asbury, Frank C. **	M.A., Tor.	Math. & Phys. (Int.)		1919	2	....	.....	1,900	.....
Toronto, Humberside.	Colbeck, Franklin C.	B.A., Vic.	Classics, Eng.		1894	32	1½	3,400	.....	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math.		1893	32	....	.....	2,600	.....
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.		1901	32	....	.....	.....	2,600
	Johnston, Frederick J.	M.A., Tor.	Science		1904	21	3	.....	2,600	.....
	Bennett, John S.	B.A., Tor.	Classics		1909	10½	6	.....	2,400	.....
	Jermyn, Percy T.	M.A., Tor.	Eng. and Hist.		1915	18	2	.....	2,600	.....
	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1911	11	½	.....	.....	2,200
	Morrow, John D.	B.A., Tor.	Classics	Phys. Cul.	1913	22½	....	.....	2,200	.....
	Patterson, Arnott M.	M.A., Queen's	Science		1913	10½	½	.....	2,300	.....
	Clarke, Bruce W.	B.A., McM.	Sci.(Int.), Ph. C., Math.& P.		1913	7½	....	.....	2,100	.....
	Barr, Annie E.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1913	6½	....	.....	.....	2,000
	Colbeck, Wilhelmina L.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1913	6½	....	.....	.....	2,000
	McQuarrie, Ernest C.	B.A., Tor.	Phys. Cul.		1915	6½	....	.....	1,900	.....
	McDiarmid, Janetta M. (Int.)	M.A., Tor.	Math.	Phys. Cul.	1915	6	....	.....	.....	1,800
	Hatch, Salem B.		Art, Com.		1909	14	8	.....	2,400	.....
	Evans, William A.				1904	14½	20	.....	2,400	.....
	Belcher, Norah T.	B.A., Tor.	Phys. Cul. (Int.) Classics		1918	6½	....	.....	.....	1,700

NOTE.—Paul Rochat, Walter J. Lamb, and Selwyn P. Griffin, teachers in Harbord Street C. I., are on Active Service.
*On Military Service from D ec., 1915, to Nov., 1917. **On Military Service from June, 1917, to Feb., 1919.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Toronto, Jarvis	Jeffries, John	B.A., Tor.	Eng., Hist., Fr. & Ger.		1907	31	1	3,000	.....	.....
	Jennings, William A.	B.A., Tor.	Science		1907	12½	....	.....	2,500	.....
	Hardy, Edwin A.	B.A., D.Pæd., Tor.	Eng., Fr. and Ger.		1910	28	....	.....	2,400	.....
	Thomas, Janie	M.A., Tor.	Eng. and Hist.		1882	36½	1	.....	.....	2,400
	Halbert, Edwin J.	B.A., Tor.	Science		1910	9½	3	.....	2,300	.....
	Murdoch, William E.	B.A., Tor.	Classics		1910	8½	16	.....	2,400	.....
	Barnes, Charles H.	.....	Phys. Cul.		1910	8½	16	.....	2,400	.....
	O'Connell, Marguerite E.	B.A., Queen's	E. & H. (Int.), Ph.C., F.&G.		1908	10½	3	.....	.....	2,400
	Tapscott, Harry B.	M.A., McM. & Harv.	Fr. and Ger.		1912	14	6½	.....	2,600	.....
	Milburn, Clement A.	B.A., Tor.	Math.		1912	10½	....	.....	2,100	.....
	Durie, Helen F.	M.A., Tor.	Phys. Cul.		1913	5½	....	.....	.....	2,100
	Barnes, Charles L.	B.A., Tor.	Classics		1913	16	4½	.....	2,600	.....
	Sinclair, John	B.A., Tor.	Math.		1917	30	8	.....	2,600	.....
	Allin, Arthur E.	M.A., Tor.	Art		1913	5½	....	.....	2,000	.....
	Smith, Arthur F. †	B.A., McM.	.....		1914	7½	....	.....	2,000	.....
	Spence, Ruth E.	B.A., Tor.	Mods.&H.,(Int.),Phys. Cul.		1915	4	....	.....	.....	1,800
Toronto, Malvern Ave	Lehmann, Carl A. K.	B.A., Tor.	Science		1910	23	2	3,400	.....	.....
	Horton, Charles W.	B.A., Queen's	Art, Eng. and Hist.		1911	25	7	.....	2,600	.....
	Graham, Louis H.	M.A., Tor.	Science		1912	19	5	.....	2,600	.....
	Lingwood, Frederick H.	M.A., Tri.,D.Pæd.,Qns	Classics		1910	26	....	.....	2,400	.....
	Barr, Lydia A.	B.A., Tor.	Mods. and Hist.		1908	26	9	.....	.....	2,350
	Dafoe, Helen I. †	B.A., Tor.	Ph. Cl. (Int.), Mod. & His.		1914	5½	....	.....	.....	1,900
	Clarke, Lorne H.	B.A., McM.	Phys. Cul., Math. & Phys.		1914	4½	....	.....	2,000	.....
	Hisey, Abraham	B.A., McM.	Phys. Cul. (Int.), Science		1917	3½	....	.....	1,500	.....
	Reade, Jessie B. (Int.)	B.A., Tor.	Classics, Phys. Cul.		1918	1½	....	.....	.....	1,500
	Symons, Helen F.	B.A., Tor.	Eng. & Hist., Phys. Cul.		1918	3½	....	.....	.....	1,500

Toronto, Oakwood ...	Gray, Robert A.	B.A., Tor.	Math.		1910	34	....	3,400	.....	.....
	Clarke, Frederick H.	B.A., Tor.	Eng. & Hist., Fr. & Ger.		1908	23	....	.....	2,600	.....
	Kennedy, Thomas	M.A., Queen's	Math.		1908	19	2¾	.....	2,600	.....
	Jewett, Albert E.	B.A., Queen's	Science		1908	31	3½	.....	2,600	.....
	Brown, Harry W.	B.A., Tor.	Eng., Hist., Fr. & Ger.		1915	24	....	.....	2,500	.....
	McKinley, James M.	B.A., Tor.	Classics		1916	19	....	.....	2,600	.....
	Ketcheson, Florence B.	B.A., Tor.	Mods. and Hist.		1908	13	....	.....	.....	2,400
	Shortill, Robert N.	.....	Manual Training		1912	6½	26	.....	2,200	.....
	McDonald, Evelyn	M.A., Tor.	Mods. & H., Phy. C. (Int.)		1913	6½	....	.....	.....	1,900
	Ball, Alice I. N.	M.A., Tor.	Math.&Phys., Ph. C. (Int.)		1913	5½	....	.....	.....	1,900
	Hanna, William E.	B.A., Queen's	Mods. & His., Ph. C. (Int.)		1914	5½	5	.....	2,100	.....
	Barton, Ambrose R.	B.A., Tor.	Art, Phys. Cul. ....(Int.)		1914	4½	2	.....	1,900	.....
	Quail, May F.	M.A., Tor.	Mods. & H. (Int.), Fr. & G.		1915	5½	....	.....	.....	1,900
	Bell, Edwin T.	B.A., McM.	Science		1915	4½	....	.....	1,800	.....
	Mowat, John H. ....(Int.)	B.A., Queen's	Eng. & Hist., Phys. Cul.		1916	3	2	.....	1,700	.....
	Evans, Rennie Mabel..(Int.)	B.A., Tor.	Math. & Phys., Art, Com.		1916	3	....	.....	.....	1,600
	Thoms, Clarence J. ..(Int.)	B.A., McM.	Eng. and Hist.		1917	1½	3	.....	1,500	.....
	Findlay, Edythe C. ..(Int.)	B.A., Tor.	Household Science	Phys. Cul.	1918	½	½	.....	.....	1,400
	Phillips, Fitzallan ....(Int.)	M.A., Tor.	Math. and Phys.	Phys. Cul.	1918	½	1	.....	1,500	.....
	Zuern, Maude E.	M.A., Tor.	Classics	Phys. Cul.	1918	4½	....	.....	.....	1,500
	Jenkins, Jas. T.* ....(Int.)	B.A., Tor.	Math. and Phys.		1919	½	4	.....	2,000	.....
	Davidson, Viola M.	B.A., Queen's	Art, Science .....(Int.)		1918	6½	1	.....	.....	1,500
Toronto, Parkdale ...	Smith, Gilbert A.	B.A., Tor.	Science		1889	37	4	3,400	.....	.....
	Spence, Nellie	B.A., Tor.	Eng. and Classics		1889	30	1	.....	.....	2,600
	Hillock, Julia S.	B.A., Tor.	Fr. and Ger.		1900	25	....	.....	.....	2,600
	Cosens, Absalom	M.A., Ph.D., Tor.	Science		1904	22	2	.....	2,600	.....
	Mills, John H.	M.A., Queen's	Classics		1906	28	1	.....	2,600	.....
	Phillips, Wm. A.	B.A., Tor.	Fr., Ger., Eng.		1906	30	1½	.....	2,400	.....
	Reid, Thos. E.	B.A., Tor.	Phys. Cul. .....(Int.)		1905	14	8½	.....	2,400	.....
	Hutchinson, John I.	M.A., Tor.	Eng. and Hist. ....(Int.)		1909	10	....	.....	2,300	.....
	Darroch, William F.	.....	Phys. Cul. .....(Int.)		1910	9	16	.....	2,400	.....
	Dugit, Rosalie A.	M.A., Tor.	Phys. Cul. (Int.) Classics		1913	10½	....	.....	.....	2,200
	Bicknell, Harry E.	A.O.C.A.	Art		1913	7½	....	.....	2,100	.....
	Martin, William H.	B.A., Tor.	Science		1916	4½	2	.....	1,800	.....
	Skirrow, William A.	M.A., Queen's	Math.		1917	8½	....	.....	1,800	.....
	Keith, George W. .....**	B.A., Tor.	Math.		1912	20	....	.....	2,600	.....
	Edwards, Grace	M.A., Tor.	Mods. & Hist. ....(Int.)	Phys. Cul. ...	1918	10½	....	.....	.....	1,700

NOTE 1.—Frank H. Wood, a teacher of Malvern Ave. C.I., is on Ac tive Service.

NOTE 2.—Albert W. Dunkley, Luther H. Kirby, G. B. McQuarrie, and Isabel Sutherland, teachers of Oakwood C. I., are on Active Service.

*On Military Service from Jan., 1916, to Jan., 1919.

**On Military Service from Feb., 1916, to May, 1917.

†On Leave of Absence.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1918—Continued

Collegiate Institutes	Name of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Toronto, Riverdale ..	Moore, James R. .....*	M.A., Queen's	Science	.....	1907	20	½	2,800	.....	.....
	Wren, John S.	B.A., Tor.	Math.	.....	1907	20	....	.....	2,600	.....
	Willson, Alice M.	B.A., Tor.	Fr. and Ger.	.....	1908	15	4	.....	.....	2,600
	Kidd, Truman W.	B.A., Queen's	Art	.....	1909	13½	6	.....	2,400	.....
	Rogers, William H.	M.A., Trin.	Math.	.....	1909	16½	2	.....	2,400	.....
	Dunnett, Alfred H.	B.A., Queen's	Phys. Cul.	.....	1911	7½	11½	.....	2,300	.....
	Munro, Peter F.	M.A.,Qns.,B.Pæd.,Tor	Classics	.....	1913	18	½	.....	2,600	.....
	Nichol, S. Winnifred	M.A., Tor.	Phys. Cul., Mods. & Hist..	.....	1914	8½	....	.....	.....	2,000
	Flock, F. Arthur	B.A., Tor.	Science	.....	1915	9	2½	.....	2,000	.....
	Goring, Ralph B.	B.A., Tor.	Math.&Phys. (Int.), Ph. Cul	.....	1915	4½	2½	.....	1,900	.....
	Lewis, Nora	B.A., Tor.	Classics	Phys. Cul. ...	1916	5½	....	.....	.....	1,800
	Cook, Alta-Lind	B.A., Tor.	Mods. and Hist.	Phys. Cul. ...	1917	4½	....	.....	.....	1,700
	Blackhall, Olive .....(Int.)	B.A., Tor.	Eng. and Hist.	.....	1918	3½	....	.....	.....	1,500
	Kells, Emma M.	M.A., Tor.	Mods. and Hist.	Phys. Cul., Art.	1918	5	....	.....	.....	1,500
	Philips, Mrs. E. Muriel	B.A., Tor.	Household Science	.....	1914	5	....	.....	.....	1,600
	Faw, Edward	.....	Manual Training	.....	1914	4½	21	.....	2,100	.....
	Watson, Erwin H. A. .....**	B.A., Tor.	Mods. and Hist.	.....	1919	16	3	.....	2,600	.....
Vankleek Hill	Pentland, George E. .....***	M.A., Queen's	Phys. Cul. (Int.), Math..	Agr. & Hor. .	1918	11½	5½	1,800	.....	.....
	Stinson, Mildred E.	B.A., Tor.	Mods & His. (Int.), Phy.Cl	.....	1917	3½	....	.....	.....	1,100
	Smith, Sadie L.	B.A., Tor.	Science	Art	1917	3½	....	.....	.....	1,300
	Stillwell, Laura M.	B.A., Queen's	Art .....(Int.)	.....	1917	3	....	.....	.....	1,000
	Upshall, Benjamin A.	B.A., Tor.	Classics	.....	1919	4	....	.....	1,500	.....
	Found, Ada C. .....(Int.)	B.A., McM.	Com.	Phys. Cul. ...	1918	1½	1	.....	.....	1,000
Windsor	Gavin, Frederick P.	B.A., Queen's	Science	.....	1892	27	....	2,900	.....	.....
	Bell, Frederick H.	B.A., Tor.	Eng., Hist., Fr. & Ger....	.....	1898	25½	....	.....	2,000	.....
	Reid, Robert	B.A., Tor.	Eng., Hist., Fr. & Ger....	.....	1909	25	4	.....	1,950	.....
	Brunt, Robert A.	B.A., Tor.	Science	.....	1905	16	1	.....	1,950	.....

	Crassweller, Christopher L.	B.A., Tor.	Math.		1913	34	2½		1,950	
	Lowe, William D.	M.A., Queen's	Eng. & Hist. (Int.), Class.		1908	10½			1,950	
	Cunningham, Evangeline	B.A., Tor.	Phys. Cul.		1909	14				1,550
	Srigley, Edgar C.		Com.		1911	24	5		1,800	
	Thompson, Peter M.	M.A., Queen's	Science		1913	18½	5		1,950	
	Belton, Mildred	B.A., Tor.		Phys. Cul.	1915	4½				1,200
	O'Donoghue, Mary H.	M.A., Tor.	Phys. Cul. (Int.) Mods.&H		1915	10				1,800
	Wheelton, Leonard		Art		1915	10½	2		1,800	
	Campbell, George S.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1916	4½	2		1,950	
	Downey, William H.		Phys. Cul. (Int.)		1916	2½	18		1,800	
	Doherty, Mabel O.		Art, (Int.), Ph. Cl., Com.		1918	16	2			1,550
	Cleary, Norah	B.A., Tor.			1900	17½				1,500
	Clerke, Mary E. (Int.)	B.A., Tor.	Household Sci.		1917	1½	½			1,200
	Moffat, Hazel J. G. (Int.)	B.A., Tor.	Household Sci.		1918	½	1			1,000
	Carson, William L.		Man. Train. (Int.)		1918	½	6		2,000	
Woodstock	Salter, Wesley J.	B.A., Tor.	Classics		1907	11½		2,200		
	Lawr, John M.	B.A., Queen's	Math. (Int.)	Phys. Cul.	1917	7½	3		1,800	
	Buck, Charles S.		Art, Phys. Cul. (Int.)		1914	4½	1½		1,000	
	Robinson, Mary A.		Phys. Cul. (Int.)		1910	8	10			1,050
	MacKay, Emma L.			Phys. Cul.	1910	8	3½			900
	Cragg, Estella R.		Phys. Cul. (Int.), Com.		1914	9	2½			1,400
	Dengate, E. Winnifred	B.A., McM.	Mods. & Hist. (Int.)	Phys. Cul.	1918	8½	1			1,100
	Stock, Dora H. (Int.)	M.A., Queen's	Mods. and Hist.	Phys. Cul.	1918	½				1,100
	Murray, Annie D. (Int.)	B.A., Tor.	Phys. Cul.		1918	½				1,000
	Hodgins, Ekron P.	B.A., Tor.	Science	Phys. Cul.	1919	5½			1,800	
	Millar, Annie B. (Int.)	B.A., McM.	Eng. and Hist.	Art	1919	1½	5			1,100
	Dent, Beatrice (Int.)				1918	½	1½			875
	Mercer, John S.		Manual Training		1905	13	6½		1,600	
	White, Lila K. G.		(Household Sci. Instr.)		1911	7	4½			900
High Schools:										
Alexandria	MacKay, Donald	M.A., Tor.	Classics		1896	29	2½	1,800		
	Sweeney, Agnes C.			Art, Phys. Cul	1909	13	3½			1,250
	Ostrom, Ethel L.	B.A., Queen's	Art (Int.)		1916	7				1,250
	Fraser, Mary A.	B.A., Queen's			1918	4½				1,400
Alliston	Davidson, Hugh	B.A., Tor.		Phys. Cul.	1909	32	2	1,600		
	McArthur, Annie M.	B.A., Queen's	Fr. and Ger. (Int.)		1914	7	½			1,050
	Miller, Gladys M. (Int.)		Art	Phys. Cul.	1917	1½	3			900
Almonte	Millar, Frederick G.	B.A., Tor.		Phys. Cul.	1914	15		1,600		
	Matthews, Jessie E.	B.A.,Qn's; M.A.,Tor.		Phys. Cul.	1908	10½	3			1,100
	Page, Jennie	B.A., Queen's		Art	1918	2½	16			1,100
	McNeil, Lena L. (Int.)			Art	1918	1	½			950

*Acting Principal during the absence of W. C. Michell—on Active Service.

**On Military Service from April, 1916, to Sept., 1918. ***On Military Service from Aug., 1915, to April, 1917.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Amherstburg.	Overholt, B. Percy		Phys. Cul. (Int.)		1910	10½	4	1,500		
	Wiley, Madge E. (Int.)			Phys. Cul.	1918	1½	1			950
	Ney, Louise E.		Art (Int.)	Phys. Cul.	1918	7	3			1,050
Arnprior	Rand, Wilfred E.	B.A., Tor.	Math	Phys. Cul.	1910	26	1	2,000		
	Hall, Margaret M. S.	B.A., Queen's		Art, Phys. Cul	1912	8½	5			1,150
	Stothers, Minerva E.	B.A., Queen's	Art (Int.)		1916	10½				1,150
	Raitt, Helena G.	M.A., Queen's	Fr. and Ger.	Phys. Cul.	1917	6				1,150
	Shales, Walter E.	M.A., Queen's	Phys. Cul., Science	Agr. & Hor.	1918	4½	5		1,600	
Arthur	McRitchie, Alexander R.	B.A., Tor.	Science	Agr. & Hor.	1913	21½	7	1,800		
	Murphy, Edith A.	B.A., Queen's		Art	1917	5				900
	Tuck, Ella M. (Int.)	B.A., Tor.		Phys. Cul.	1918	½				900
	Dobson, Viola J.	B.A., Tor.		Art, Phys. Cul	1918	3½				900
Athens	Burchell, James E.	B.A., Queen's		Agr. & Hor.	1915	10½	12	1,800		
	Donnelley, Mina (Int.)	B.A., Queen's	Classics		1917	1½				1,000
	Ferris, Kathleen B.	B.A., Tor.	Art (Int.)	Phys. Cul.	1918	3½				1,000
	Wallace, Mary H.	B.A., Tor.			1918	2½	1½			1,000
	Case, H. James		Phys. Cul. (Int.)		1918	13	13		1,400	
Aurora	Ewers, Charles F.	B.A., Queen's			1915	12	12	1,800		
	Cameron, Murray	B.A., Queen's		Phys. Cul.	1918	2½			1,400	
	Morgan, Grace (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	½	4			1,200
	Stevens, Myrtle H.	B.A., Tor.			1918	3½	1			1,200
Avonmore	Shaver, Charles A.	B.A., Queen's	Classics (Int.)	Phys. Cul.	1917	9½	4½	1,550		
	Pacey, Mabel I.		Phys. Cul. (Int.)	Art	1914	4½				900
	Merry, Nellie P. (Int.)	B.A., Queen's	Eng. and Hist.		1918	2				850

Aylmer	Awde, Elgin O.	B.A., Queen's		Phys. Cul.	1917	8½	2	1,800		
	Rutherford, Walter W.	B.A., Tor.	Math.		1883	44	1		1,800	
	Byram, Kathleen A.	B.A., Tor.	Mods. and Hist., Art		1916	2½				1,200
	Allen, Eula P.			Phys. Cul.	1916	2½	2			850
Beamsville	Leighton, Robt. H.	B.A., Queen's			1918	11½	19	1,600		
	Stewart, Winona	B.A., Queen's		Phys. Cul.	1916	3½	1			900
	Jones, Gwendolyn B.		Art (Int.)		1916	2½				900
Belleville	MacLaurin, Peter C.	B.A., McM.	Science		1909	14		2,300		
	Knight, William W.	B.A., Queen's	Math.		1892	30	5		1,850	
	Libby, Minnie F.	B.A., Vic.	Eng. & Hist., Fr. & Ger.		1910	23	4			1,550
	Milburn, Edward F.	M.A., Trin.			1870	48			1,450	
	Hitchon, Claire H.	M.A., McM.	Mods. and Hist. (Int.)		1913	8				1,400
	Irwin, Norman A.	B.A., Queen's	Phys. Cul.		1914	6½	1½		1,550	
	Clark, Donald M.		Art (Int.), Com.	Phys. Cul.	1915	7½			1,550	
	Wilson, James J. (Int.)	B.A., Queen's			1917	2	7		1,350	
	Thrasher, Albert E. (Int.)				1917	1½	24½		1,350	
	Affleck, Archibald A.	B.A., McM.	Classics		1919	5½			1,700	
	Alcombrack, Edna A.	B.A., Tor.			1919	5	1			1,100
	Ritchie, Mrs. Ora B. K.		(Household Sci. Instr.)		1916	3½	2½			850
	Teacher to be appointed.									
Bowmanville	Morrison, William J.	B.A., Tor.	Science (Int.)	P. C., A. & H.	1918	5½	5	1,800		
	McConochie, Robert G.				1916	7½	1½		1,300	
	Smithson, Laura A.	M.A., Tor.	Classics		1916	6½				1,200
	Smith, Isabel K.	B.A., Tor.	Art	Phys. Cul.	1913	11				1,050
Bracebridge	Shannon, Samuel	B.A., Tor.			1908	11	3	2,000		
	Runians, Minnie C. (Int.)	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1918	2	8			900
	Haight, Annie (Int.)	B.A., Queen's			1919		1			900
	Logan, H. Beatrice (Int.)			Art	1919	1½				850
Bradford	Wightman, Stanley	B.A., Queen's		Phys. Cul.	1915	14½	2½	1,650		
	Henry, Esther A. (Int.)	B.A., Tor.	Art		1918	1½	4½			950
	Curry, Jessie E. (Int.)			Phys. Cul.	1918	½	1			650
Brampton	Fenton, William J.	B.A., Tor.	Classics		1891	28	1½	2,050		
	Halnan, Lemen R.	M.A., Trin.	Math.		1905	15	3		1,750	
	Hutchinson, May R.		Phys. Cul. (Int.)	Art	1910	15	6			1,500
	Percy, Herbert A.				1914	10	2		1,700	
	Hamilton, Margaret A.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1915	10				1,500

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
Brighton	Howson, Bruce F.	B.A., Queen's	Math. and Phys.	.....	1918	9½	2	1,600	.....	.....
	Garrett, Evelyn C.	.....	.....	Art, Phys. Cul..	1918	7	3	.....	.....	1,000
	Shepley, Addie M. ...(Int.)	.....	.....	Phys. Cul.	1919	1½	....	.....	.....	800
Caledonia ...	Hicks, Thomas J.	B.A., Queen's	.....	Phys. Cul. ...	1913	6½	11½	1,700	.....	.....
	Lawrence, Charles F.	B.A., Tor.	Math. and Phys. ...(Int.)	Phys. Cul.	1915	3½	5½	.....	1,400	.....
	Gillespie, Grace A.	B.A., Queen's	.....	Phys. Cul. ...	1918	4	½	.....	.....	1,000
	MacGregor, Helen J.	.....	Art .....(Int.)	.....	1918	4	....	.....	.....	900
Campbellford..	Moffat, Thomas E.	B.A., Queen's	.....	.....	1916	12	2	2,000	.....	.....
	Quinlan, Frances M...(Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1917	1½	1½	.....	.....	1,100
	Mackintosh, Agnes W. (Int.)	B.A., Queen's	Eng. & His., Mods. & His.	Phys. Cul.	1917	1½	2	.....	.....	1,100
	Hume, Annie I. .....(Int.)	B.A., Queen's	Eng. & His.	Art, Phys. Cul..	1917	3½	....	.....	.....	1,150
	Harris, Una M.	.....	Phys. Cul. .....(Int.)	.....	1919	3	....	.....	.....	900
	Steele, Walter S. .....(Int.)	.....	Phys. Cul.	.....	1919	2½	7½	.....	1,000	.....
Carleton Place.	Wethey, Edmund J.	B.A., Trin.; M.A., Tor	Math.	.....	1910	18	1	1,700	.....	.....
	Ewing, Florence May	B.A., Queen's	.....	Phys. Cul. ..	1910	14½	2	.....	.....	1 200
	McNeely, Priscilla V. M. ...	M.A., Trin.	Science	.....	1913	9	1	.....	.....	1,200
	Norton, Christine H.	.....	.....	Art, Phys. Cul.	1917	9½	....	.....	.....	1,000
Cayuga.....	Skeele, James E.	B.A., Tor.	.....	.....	1897	26	....	1,600	.....	.....
	Kennedy, Anna .....(Int.)	B.A., Tor.	.....	.....	1919	2½	....	.....	.....	1,300
	Grant, Dorothy J. .....(Int.)	B.A., Mc.M.	Mods. and Hist., Art	Phys. Cul. ...	1917	2	....	.....	.....	1,000
	Parker, Olive E. .....(Int.)	.....	.....	.....	1918	½	2	.....	.....	750
Chatsworth...	Butcher, Cecil W.	B.A., Queen's	Math. .....(Int.)	.....	1919	6	3½	1,600	.....	.....
	Eby, Emma L.	.....	.....	Art, Phys. Cul.	1912	6½	4½	.....	.....	950

Chesley	Gilmour, Allan	B.A., Queen's		Phys. Cul.	1917	13	4½	1,550		
	McEachran, Mary	B.A., Queen's			1916	12½	7			1,350
	McLachlin, Janet E.		Art (Int.)		1917	3½	4			900
	Evans, Margaret E. (Int.)	B.A., Tor.			1918	½	1			850
Chesterville	Ball, Emerson E.	B.A., Tor.	Mods and Hist.		1915	11½		1,500		
	O'Neill, Mary M. (Int.)	B.A., Queen's	Phys. Cul.		1917	2	½			1,000
	Findlay, Margaret S. (Int.)	B.A., Tor.			1919	1	1			900
Colborne	Bellamy, Wesley	B.A., Vic.		Art	1892	29	3½	1,600		
	Hinds, Margaret J.			Phys. Cul.	1910	8½	3½			1,000
Cornwall	Caldwell, Alexander	B.A., Royal Dublin.	Com.		1912	6½		1,800		
	Smith, Lyman C.	B.A., Vic.	Classics, Eng. and Hist.		1912	40½	2		1,700	
	Birchard, Alexander F.		Phys. C. (Int.) Com., Art		1898	24	12		1,600	
	Norris, Arthur D.	B.A., Tor.			1907	12	7		1,475	
	Nugent, Eleanor	B.A., Tor.	Fr. and Ger.	Phys. Cul.	1914	5				1,275
	Cumming, Eva M.	B.A., Queen's		Phys. Cul.	1915	3½	2½			1,075
	Hendry, Earl D.		Phys. Cul.		1916	3½	2		1,400	
	Campbell, Mrs. Ruby C. (Int.)	B.A., Queen's		Phys. Cul.	1916	3½	4			1,025
	Delmage, Edith R.	B.A., McM.	Math.	Phys. Cul.	1918	11½	2			1,400
	MacKenzie Helena I. (Int.)		(Household Sci. Instr.)		1917	1½	2			700
Deseronto	James, George M.	B.A., LL.B., Tor.		Art, Phys. Cul.	1915	7	15	1,650		
	Stocker, Eva R.		Phys. Cul. (Int.)		1915	7½	4½			1,000
	Kennedy, Jessie	B.A., Queen's	Phys. Cul. (Int.)		1917	3	½			900
Dundalk	Wright, David T.			Phys. Cul.	1911	12½	10	1,550		
	Farley, Hazel (Int.)	B.A., Tor.			1918	½				900
	Cowan, Jessie I. (Int.)	B.A., Tor.		Art, Phys. Cul.	1918	½	1			800
Dundas	Tuke, William H.	B.A., Queen's	Phys. Cul.		1914	13		2,035		
	Cowan, Euphemia J.	M.A., Tor.	Phys. Cul. (Int.)		1913	8½				1,500
	Brogden, Mrs. Irene M.	B.A., Tor.		Phys. Cul., Art	1914	5½	3			1,265
	Hyde, Catherine I.	B.A., Tor.	House. Sci., Phy. Cl. (Int.)		1915	3½	5			1,100
	Cummer, May E.		Com. (Int.)		1919	13½				1,350
Dunnville	Thompson, John F.	M.A., D.Paed., Tor.	Classics		1918	15	1½	1,700		
	Archibald, Robert H.			Phys. Cul.	1913	8½			1,550	
	Moir, Mary Isabel	B.A., Tor.		Art	1917	7½				1,000
	Stewart, James H.		Art	Phys. Cul.	1918	4½	2		1,400	
	Herington, Bertha C. (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	1½				1,000
Durham	Allan, Thomas			Phys. Cul.	1888	30	12	1,500		
	Weir, Julia M.	B.A., Queen's	Art		1915	6½	12			1,000
	Horne, Mrs. Laura E. (Int.)	B.A., Tor.		Art, Phys. Cul.	1918	2½				900

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								Principal	Male Assistants	Female Assistants
								$	$	$
Dutton	Elliott, Thomas W.	B.A., Tor.	Science		1918	12½	11	1,800	.....	.....
	Kinnear, Jennie A.	B.A., Queen's	Math.		1917	4	....	.....	.....	1,150
	Lees, Margaret A.	B.A., Queen's	Mods. and Hist.	(Int.)	Phys. Cul.	1917	2	4	.....	.....	1,000
	Fraser, Bertha F.	B.A., West.	.....		Phys. Cul., Art	1918	2½	....	.....	.....	950
Elora	Morden, Frances D.	B.A., Tor.	Phys. Cul.			1919	12	2	1,500	.....	.....
	Stewart, Eva Grace	(Int.) B.A., Queen's	.....		Phy. Cul., Art.	1917	1½	2	.....	.....	1,000
Essex	Durnin, Edward W.	B.A., Tor.	Phy. Cl. (Int.) Math. & Ph.			1919	4⅕	....	1,800	.....	.....
	Wilson, Elizabeth A. R. V.	.....	.....		Art	1912	6⅕	5	.....	.....	1,000
	Guthrie, Ethel R.	(Int.) B.A., Queen's	Mods. & Hist., Phys. Cul.			1917	2⅖	....	.....	.....	1,000
	DeCou, Nellie	B.A., Tor.	Fr. and Ger.		Art, Phys. Cul.	1918	14	2	.....	.....	1,000
	Forbes, William B.	.....	Phys. Cul. (Int.)	Science.		1918	23	1	.....	1,400	.....
Fergus	Perry, Peter	M.A., Tor.	Classics			1908	42	....	1,600	.....	.....
	Rutherford, Wilhelmina D.	.....	Art	(Int.)		1917	6⅕	4	.....	.....	1,000
	Rodden, Mary K.	B.A., Tor.	.....		Art	1917	2⅖	....	.....	.....	1,000
	Durnin, Vera B.	(Int.)	Phys. Cul.			1917	1⅗	2	.....	.....	900
Flesherton	White, Harry S.	.....	.....		Phys. Cul.	1912	11⅕	2	1,500	.....	.....
	Holmes, Margaret	B.A., Tor.	.....		.....	1914	4⅖	3	.....	.....	850
	Hulse, Clara	.....	Phys. Cul.	(Int.)	Art	1917	7⅗	2½	.....	.....	900
Forest	Williams, Albert	B.A., Queen's	.....		Phys. Cul.	1906	14	5	1,700	.....	.....
	Arnold, Leita E.	B.A., Queen's	Phys. Cul.	(Int.)	.....	1918	2½	....	.....	.....	1,000
	Walker, Alexina A. C.	.....	Art	(Int.)	Phys. Cul.	1918	4	....	.....	.....	1,000

Fort Frances	Leckie, Bruce E.	B.A., McM.	Science	Phys. Cul.	1917	8½	2	1,900		
	Cooke, Violet E.	B.A., Queen's		Art, Phys. Cul	1918	½				1,250
	MacIntyre, Sada			Art	1919	6½	6			1,500
Gananoque	Bell, John J.	B.A., Tor.			1918	33	1	1,600		
	Edwards, Rebecca S.		Art (Int.)	Phys. Cul.	1908	9½	9			1,150
	Johnston, Agnes E.	B.A., Tor.	Mods. and Hist. (Int.)		1917	3½				1,150
	Lewis, Elwood Roy (Int.)	B.A., Queen's			1918	1	3		1,000	
Georgetown	Ross, Ralph	B.A., B.Paed., Tor.	Classics	Phys. Cul.	1914	31		1,900		
	McNab, Alberta	B.A., Tor.		Art, Phys. Cul.	1917	2½	1			1,050
	Howie, Mabel F.		Com.	Phys. Cul.	1917	7	3			1,000
	Eadie, William M.	B.A., Queen's	Phys. Cul. (Int.)		1918	4	20		1,400	
	Laird, Marie E.	B.A., Tor.			1918	3½	3			1 300
Glencoe	Hamilton, James A.	M.A., Tor.			1916	10⅓		1,350		
	Steele, Katherine R. (Int.)	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1918	½				850
	Dykes, Vera K. (Int.)				1918	1	2			675
Gravenhurst	McNabb, Finlay	B.A., Queen's		Phys. Cul.	1916	6½	7	1,600		
	Broughton, Clara E.			Art, Phys. Cul.	1906	13½				800
	Stanbury, Frederica M. (Int.)	B.A., Tor.	Phys. Cul.		1919	½				850
Grimsby	McVicar, Archibald	B.A., Tor.	Eng. and Hist.		1918	18½	4½	1,700		
	Oaks, Anna M. (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	½				1,000
	Ferguson, Elizabeth D. (Int.)		Art		1918	½	5			850
Hagersville	Lishman, Frederick R.	B.A., Queen's		Phys. Cul., Art	1917	6½		1,600		
	Hind, Edith J.		Com. (Int.)		1915	10	3½			1,060
	Brain, A. Beatrice	B.A., Tor.	Art (Int.)	Phys. Cul.	1917	7½	1			850
Haileybury	Wilson, W. Asbury	B.A., Queen's			1910	19½		2,500		
	McGregor, Annie K.	B.A., Queen's	Phys. Cul. (Int.)		1916	8½				1,400
	Trace, Cephas M.	M.A., Queen's	Com., Art (Int.)	Phys. Cul.	1916	2½	1		1,400	
	Summerby, Frederika (Int.)	B.A., Queen's			1918	½	3½			1,000
Harriston	Hobbs, Thomas	B.A., Tor.	Math.	Phys. Cul.	1911	16⅔	5½	1,700		
	McKnight, Mary G.	B.A., Tor.		Art	1918	2½	3½			1,200
	Irwin, Florence H. (Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	½				1,000
	Fenwick, Alice E. (Int.)	B.A., Tor.		Phys. Cul.	1918	1½				900
Hawkesbury	Harrison, Charles W.	M.A., Vic.		Phys. Cul.	1918	27		1,700		
	Powell, Alice (Int.)	B.A., Queen's		Phys. Cul.	1917	3½	2			900
	Bryan, Laura M. (Int.)			Art, Phys. Cul.	1918	1½	2			900

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Iroquois	Campbell, William A.	B.A., Queen's	Phys. Cul.	Art	1913	5½	....	1,500	.....	.....
	Mulloy, Lulu E.				1911	11	3½	.....	.....	1,300
	Husband, Edith P.	B.A., Queen's		Phys. Cul.	1918	2½	4	.....	.....	900
	Thompson, Jennie D.			Phys. Cul.	1918	7½	1	.....	.....	900
Kemptville	Medcof, James L.	B.A., Queen's	Science	Phys. Cul.	1915	3½	1	1,550	.....	.....
	Johnston, Katie B.	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1911	7½	4	.....	.....	1,200
	Johnston, Frances V.	B.A., Tor.		Phys. Cul.	1913	5½	2	.....	.....	1,150
	Percival, Mary L. (Int.)	B.A., Queen's	Art		1918	1½	....	.....	.....	850
	MacLeod, E. Blanche	B.A., Queen's		Art	1919	2½	....	.....	.....	1,000
Kenora	Cornwell, John L.	B.A., Tor.	Math.		1914	26½	....	2,200	.....	.....
	McMillan, Roy J.		Phys. Cul.	Art	1916	4½	....	.....	1,500	.....
	Wilkie, Marion F.	B.A., Tor.	Fr. and Ger.	Phys. Cul.	1917	8	....	.....	.....	1,500
	Lindsay, Bertie L.			Com.	1918	4½	4½	.....	.....	1,300
	Maclennan, C. Lillie	B.A., Queen's		Phys. Cul.	1918	8½	1	.....	.....	1,200
Kincardine	Nelson, Albert E.	B.A., Queen's			1916	10½	6	1,800	.....	.....
	Shorey, Percival M.	B.A., Queen's		Agr. & Hor.	1918	2½	....	.....	1,400	.....
	Cruikshank, Gertrude	B.A., Tor.		Phys. Cul.	1916	2½	....	.....	.....	1,100
	Hamilton, Agnes I.		Art	Phys. Cul.	1916	5½	....	.....	.....	1,100
	Tobin, Lilly S.	B.A., Queen's	Mods. and Hist. (Int.)	Phys. Cul.	1917	4½	3½	.....	.....	1,100
	Hanbidge, Frances J. (Int.)			Phys. Cul.	1917	1½	1	.....	.....	900
Leamington	Courtice, Samuel J.	B.A., Tor.	Phys. Cul., Math.		1917	15	6	1,900	.....	.....
	Campbell, George A.			Agr. & Hor.	1908	10½	12	.....	1,650	.....
	Rice, Elsie M.		Art (Int.)	Phys. Cul.	1917	4½	....	.....	.....	1,000
	McMaster, Maude H. (Int.)	B.A., Queen's	Eng. and Hist.	Phys. Cul.	1918	1½	7½	.....	.....	1,100
	Kerr, Maybelle G.	B.A., Tor.	Ph. Cl., Mods. & H. (Int.)		1919	3½	....	.....	.....	1,200
	Brunkard, Ethel			Art	1919	5½	4½	.....	.....	1,000

Listowel	Elliott, Henry E.	B.A., Queen's			1913	10½	3	1,700		
	Ellis, Roxie A.		Art		1915	6½	1			1,000
	Gee, Norma			Art, Phys. Cul	1915	5½				1,000
	Hay, Hazel F.	B.A., Tor.		Phys. Cul.	1918	2½				1,150
	Stevenson, Clara M. (Int.)	B.A., Tor.	Eng. and Hist.		1918	½				1,000
	Stanley, Fredrica		Phys. Cul. (Int.)		1918	2½	3½			1,000
Lucan	Menzies, Leslie P.	B.A., Tor.	Science	Phys. Cul.	1917	4	1½	1,550		
	Vrooman, Agnes S.	M.A., Western			1913	5½				950
	Murray, Olive H.			Art, Phys. Cul	1916	5½				850
	Foreman, Kathleen B. (Int.)	B.A., Queen's			1918	½	2			1,000
Madoc	Thackeray, Barton E.	B.A., Tor.			1918	11½	2½	2,000		
	Hanna, Ella A.			Phys. Cul.	1914	8½	4½			1,200
	Gillard, Leah A.		Art (Int.)		1915	5	1			1,000
	Fenn, Lloy Esther	B.A., Queen's		Phys. Cul.	1917	2½				900
Markdale	Preston, Thomas	B.A., B.Paed., Tor.	Science	Phys. Cul.	1915	23½	2	1,500		
	Mazinke, Henrietta E.			Art	1917	5	½			850
Markham	Bell, James S.	B.A., Tor.		Phys. Cul.	1912	9½	2	1,800		
	Campbell, Stella K.		Phys. Cul. (Int.)		1912	11½	1½			1,100
	Nicholson, Elvira E.	M.A., Tor.	Art (Int.), Mods. & Hist.	Phys. Cul.	1917	4				1,100
	Dixon, Fred. W. (Int.)			Art, Phys. Cul.	1918	1			1,000	
Meaford	Dundas, Arthur A.	B.A., Tor.			1897	22	2	2,000		
	Hammond, John E.		Com.	Art	1906	12½	3		1,300	
	Williams, Edna J.	B.A., Tor.		Phys. Cul.	1912	11				1,600
	Stilwell, Ayrest L.	B.A., McM.	Phys. Cul. (Int.)		1916	3½	2		1,500	
	Austin, Margery I. (Int.)	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1918	1½				1,100
Midland	Glass, William Arthur	B.A., Tor.		Phys. Cul.	1904	16½		2,000		
	Boyle, Edna M.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1915	3½	1			1,200
	Webb, Roland D.			Phys. Cul.	1918	8½	1½		1,600	
	Kelly, Mary (Int.)	B.A., Tor.		Art, Phys. Cul	1918	1				1,100
Mitchell	Elliott, John	B.A., Queen's	Eng., Math.		1914	35	5	1,625		
	Carrie, Violet G. (Int.)	B.A., Tor.	Phys. Cul.		1918	½				1,000
	Ross, Margaret C.	B.A., Trin., Dublin.		Art, Phys. Cul	1918	4				1,000
	Stuart, Agnes Muriel (Int.)	B.A., Tor.	Mods. and Hist.		1918	2				900
Morewood	Loucks, Horatio	B.A., Queen's			1902	16½	5½	1,900		
	Macphail, Mary C. (Int.)	B.A., Queen's	Phys. Cul.		1918	½				900

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

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								Principal	Male Assistants	Female Assistants
								$	$	$
Mount Forest.	Speirs, Thomas E.	B.A., Tor.	Math. and Phys.		1907	12½	2	1,600	.....	.....
	Gardiner, Eatha H. (Int.)	.....	Art	.....	1917	1½	1	.....	.....	875
	Harding, Mary (Int.)	B.A., Tor.	.....	Phys. Cul.	1918	1	½	.....	.....	800
	Cousins, Nellie I. (Int.)	B.A., West.	.....	.....	1918	1½	....	.....	.....	800
Newburgh	Andrews, Robert T.	B.A., Tor.	Classics	.....	1910	14½	14	1,350	.....	.....
	Horan, J. Cecilia	.....	Art (Int.)	.....	1917	5½	2	.....	.....	900
	Wise, Elsie M.	.....	.....	Phys. Cul.	1918	10½	3	.....	.....	1,000
Newcastle	McMahon, Frank O.	B.A., Tor.	.....	Phys. Cul.	1916	10½	6	1,300	.....	.....
	Ferguson, Evalena (Int.)	B.A., Queen's	.....	Phys. Cul.	1918	½	....	.....	.....	800
Newmarket	Davidson, John H.	M.A., B.Pæd, Tor.	Math.	Phys. Cul.	1917	16	5	1,850	.....	.....
	Hollingshead, John E.	.....	.....	.....	1884	34	2½	.....	1,200	.....
	Kidd, William L.	.....	.....	Phys. Cul.	1910	14	10	.....	1,450	.....
	Wickett, Laura E.	.....	Com.	Art	1909	9½	1½	.....	.....	1,150
	Taylor, Annie M. A.	B.A., Tor.	Phys. Cul.	.....	1914	4½	....	.....	.....	1,050
	Tighe, Sara Elsie	B.A., Tor.	Eng. and Hist. (Int.)	.....	1916	2½	....	.....	.....	1,000
	Haines, Ruth W.	.....	.....	Art, Phys. Cul	1917	6½	....	.....	.....	850
	Kirkwood, Elizabeth M. (Int.)	.....	.....	Art. Phys. Cul.	1919	1	17	.....	.....	900
Niagara	Bale, Geo. S.	B.A., Tor.	Mods and Hist	.....	1914	18	....	1,500	.....	.....
	Clark, Etta	.....	.....	Art	1915	5½	....	.....	.....	850
Niagara Falls South	Myer, Albert N.	M.A., Trin.	Math.	.....	1908	24	....	2,200	.....	.....
	Dawson, Margaret M.	.....	.....	Com.	1907	11	2	.....	.....	1,000
	Johnston, E. Grace	.....	.....	Phys. Cul.	1914	5½	2	.....	.....	1,050
	Porter, William A.	.....	.....	Agr.&Hor.,P.C.	1916	3½	2	.....	1,300	.....
	Mills, Jennie	.....	Com., Art, Ph. Cul. (Int.)	Ag. & H., H. S.	1916	3	10	.....	.....	1,400

Norwood	Lawlor, Richard G.	B.A., Queen's	.....	Phys. Cul.	1909	14½	8	1,800	.....	.....
	Gillies, Ina M. .....(Int.)	B.A., Tor.	.....	.....	1918	½	1½	.....	.....	900
	Sangster, Grace .....(Int.)	B.A., Queen's	.....	.....	1919	....	2	.....	.....	900
Oakville	Wyndham, William B.	B.A., Tor.	Eng., Hist., Fr. & Ger. ..	Agr.&Hor.,P.C.	1914	22	6½	2,000	.....	.....
	Ovens, Winifred E.	B.A., Western	.....	Phys. Cul.	1912	10½	....	.....	.....	1,300
	Lutman, Margaret E.	.....	.....	Phys. Cul., Art	1917	6½	2	.....	.....	1,000
	Miller, Wilfred L. ....(Int.)	.....	.....	.....	1919	....	1	.....	1,000	.....
Omemee	Millard, Lena .....*	.....	.....	Art, Phys. Cul	1916	4½	3	900	.....	.....
	McDonagh, Charlotta .(Int.)	.....	.....	.....	1919	....	.....	.....	.....	900
Orangeville ..	Hackett, Edward	B.A., Dublin	.....	.....	1915	9½	....	1,850	.....	.....
	Strang, Grace M.	B.A., Tor.	Mods. and Hist.	.....	1907	12½	....	.....	.....	1,350
	Schmietendorf, Herbert F. .	.....	.....	Phys. Cul.	1918	6½	4	.....	1,350	.....
	Sinclair, Ella A. ....(Int.)	B.A., Tor.	Classics	Phys. Cul.	1918	½	....	.....	.....	1,200
	Gabriel, Mary	.....	.....	Phys. Cul., Art	1919	2½	1	.....	.....	850
Oshawa	Dolan, John Henry	B.A., Queen's	Classics	.....	1911	20½	....	2,000	.....	.....
	Stevenson, Lewis	B.A., B.Sc., Vic. ...	Math., Science	.....	1902	26	3	.....	1,800	.....
	Bennett, Roy F.	B.A., McM.	Phys. Cul.	.....	1917	5½	....	.....	1,600	.....
	Armstrong, Florence J.	.....	.....	Phys. Cul.	1910	8½	5	.....	.....	900
	Moir, Isabella	.....	Com.	Art	1918	11½	8	.....	.....	1,400
	Luke, Dorothy H. ....(Int.)	B.A., Tor.	Phys. Cul., Mods. and Hist	.....	1918	2½	1	.....	.....	1,000
	Mason, Edna W. H. ..(Int.)	B.A., Tor.	Phys. Cul., Mods. and Hist	.....	1918	½	....	.....	.....	1,000
Paris	Bell, Walter N.	B.A., D. Paed., Tor...	Classics	Phys. Cul.	1898	28	....	2,000	.....	.....
	Willson, H. Blanche	B.A., Tor.	Math.	Phys. Cul.	1912	6½	1½	.....	.....	1,400
	Hall, F. Grace T.	B.A., Tor.	Mods. and Hist. ....(Int.)	Art. Phys. Cul	1918	3	1	.....	.....	1,100
	Quinn, Mamie G. ....(Int.)	.....	Art, Com.	Phys. Cul.	1918	2	1½	.....	.....	1,100
Parkhill	Might, Lincoln	M.A., Queen's.	Art, Science	Phys. Cul.	1916	21	2	1,600	.....	.....
	Garbutt, Mary M. ....(Int.)	B.A., Tor.	Math. & Phys., Phys. Cul.	.....	1917	2½	1	.....	.....	950
	Scott, Helen W. .....(Int.)	B.A., Tor.	Eng. and Hist.	.....	1918	½	2	.....	.....	850
	Weir, M. Frances ....(Int.)	B.A., Western	.....	Phys. Cul.	1918	1½	....	.....	.....	825
Parry Sound	Girdwood, Arthur R.	B.A., McM.	Math.	Phys. Cul.	1914	15	....	2,090	.....	.....
	Hodgins, Ethelberta	.....	Art	Phys. Cul.	1914	7	1	.....	.....	1,100
	Ingham, Harriet	B.A., Tor.	Eng.& H., Mods.&H. (Int.)	Phys. Cul.	1917	3½	....	.....	.....	1,210
Pembroke ...	Flach, Ulysses J.	M.A., Tor.	Math.	.....	1913	30	....	2,100	.....	.....
	Dickey, M. Ada	B.A., Tor.	Mods. and Hist.	.....	1914	16	....	.....	.....	1,700
	Rose, Marion H.	.....	Fr. and Ger.	.....	1911	23⅓	4	.....	.....	1,500
	De la Mater, Magdalene	.....	Phys. Cul. .....(Int.)	.....	1917	9½	....	.....	.....	1,050
	Cameron, J. Herbert	M.A., Queen's	Classics .....(Int.)	.....	1918	3½	2½	.....	1,700	.....
	Dickson, Marion C.	.....	Com., Art .....(Int.)	Phys. Cul.	1918	2½	3½	.....	.....	1,400
	Dunlop, Charles G.	.....	.....	Phys. Cul.	1918	8½	1	.....	1,700	.....

*Temporary Certificate as Principal.

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								Principal	Male Assistants	Female Assistants
								$	$	$
Penetanguis'ne	Keefe, R. Daniel	B.A., Tor.			1907	16½	....	1,925	.....	.....
	Sweet, Fred. G.	.....	Com.	(Int.)	1911	9	4½	.....	1,425	.....
	Finch, I. Mae	B.A., Tor.	Art	(Int.)	1918	4½	....	.....	.....	1,000
Petrolia	MacKichan, Peter	B.A., Queen's		Phys. Cul.	1916	4½	3	1,700	.....	.....
	McPhail, Alexander C.	B.A., Queen's			1910	24½	9½	.....	1,300	.....
	Saunders, Lucy	B.A.,West.,M.A.,Mich	Art	(Int.)	1916	4½	4½	.....	.....	1,100
	Jones, Rae L. L. (Int.)	M.A., Western	Phys. Cul.		1918	2½	1½	.....	.....	1,000
Plantagent	Jordan, Stella A.	B.A., Tor.		Phys. Cul.	1917	5½	2	1,200	.....	.....
	O'Connor, Katie B.	.....		Phys. Cul., Art	1916	3½	2	.....	.....	900
	Crough, Beatrice E. (Int.)	.....			1917	1½	1½	.....	.....	700
Port Dover	Ionson, Margaret A.	B.A., Queen's		Phys. Cul.	1918	3½	11	1,400	.....	.....
	Yarwood, Mary St. George	M.A., Tor.			1918	3½	½	.....	.....	800
Port Elgin	Potter, Charles	B.A., Tor.	Math.		1917	33½	5	1,500	.....	.....
	Duncan, Muriel	B.A., Tor.		Phys. Cul.	1915	3½	....	.....	.....	900
	McDonald, Vivian C.	.....		Phys. Cul., Art	1915	3½	....	.....	.....	950
Port Hope	Snider, Egerton E. *	B.A., Vic.	Math.		1918	26½	2	2,000	.....	.....
	Copeland, George E.	M.A., Queen's	Science	Agr. & Hor.	1911	7½	3½	.....	1,500	.....
	Scott, Ethel O.	M.A., Tor.	Mods.&Hist., (Int.), Fr.&G	Phys. Cul.	1911	7½	4½	.....	.....	1,500
	Tuer, Margaret	.....	Art, Com.	Phys. Cul.	1910	12	5	.....	.....	1,100
	Bull, Mary Jean (Int.)	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1917	1½	....	.....	.....	1,000
	Breslove, David ** (Int.)	M.A., Tor.	Classics	Phys. Cul.	1919	1½	....	.....	1,450	.....
Port Perry	Follick, Thomas H.	M.A., Vic.	Science	Voc. Music	1915	28½	2	1,700	.....	.....
	Stone, George	.....			1883	37	4	.....	1,375	.....
	Harris, L. Morwenna	.....	Art	(Int.)	Phys. Cul.	1912	8½	1½	.....	.....	1,000

	Lynch, Mary E.			Phys. Cul.	1918	11½	2½			1,000
	Glasgow, Marion I. (Int.)			Phys. Cul.	1918	2½				900
Port Rowan	Kerr, Mrs. Winnabel E.	B.A., McM.	Art		1916	6½	5	1,200		
	Hutchinson, Gladys M. (Int.)		Phys. Cul.		1917	1½	2			750
Prescott	Evans, George E.	M.A., Tor.	Classics	Phys. Cul.	1918	5½		1,650		
	Goulding, Hanna M.		Phys. Cul. (Int.)	Art	1911	15½	2½			1,300
	Greig, Earl H.	B.A., Queen's		Phys. Cul.	1916	2½			1,300	
	Singleton, C. Blanche	B.A., Queen's	Phys. Cul. (Int.)		1917	2½	1½			975
Richmond Hill	Haynes, Andrew C.	B.A., Tor.			1919	7½	3	1,700		
	Park, Leonora (Int.)	B.A., Tor.			1918	1½	2			1,000
	Clark, Alice B. (Int.)				1918	½	2			1,100
Ridgetown	Cameron, James G.	B.A., Queen's		Art, Phys. Cul.	1919	17½	14½	1,700		
	Dewar, Nora G.	B.A., Queen's	Classics	Art	1915	3½				1,100
	Galloway, J. Louise	B.A., Tor.	Phys. Cul. (Int.) Mods.&H		1917	3½				950
	Adams, Florence J.	B.A., Tor.	Math. and Phys.		1918	5½				1,200
	Almas, Anna F. (Int.)	B.A., Tor.		Phys. Cul.	1918	2½				950
Rockland	Coughlan, Teresa A.	B.A., Tor.			1916	2½		1,100		
	Mulvihill, Mayme B.			Art, Phys. Cul	1917	3½	2			800
	Smith, Marion E. (Int.)	B.A., Tor.	Phys. Cul.		1918	½				1,000
Sault Ste.Marie	Rudlen, George W.	B.A., Tor.	Math.		1904	20		2,400		
	Walkom, Daniel T.	B.A., Queen's			1911	9	3½		2,000	
	McKinnon, Charles	B.A., Tor., M.A., Chi	Phys. Cul. (Int.), Classics		1917	14	3½		1,900	
	Clayton, Vivian E.	B.A., Man.	Art, Com.		1908	12½	1½			1,600
	Patterson, Harriet A.	B.A., Queen's			1914	12				1,600
	MacKenzie, Anna				1910	8½	11			1,250
	Hammond, Kate E. (Int.)	B.A., McM.			1917	1½	3			1,200
	Crummer, Eva M.			Phys. Cul.	1918	9	1½			1,200
	Later, Thomas J.		Man. Train. (Int.)		1910	8	10		1,800	
	Teacher to be appointed.									
Shelburne	Campbell, Alexander	B.A., Tor.	Math.		1918	27	3	1,600		
	Eckhardt, Jessie E.	B.A., McGill		Phys. Cul.	1918	6½	2			1,000
	Broad, Luella L.	B.A., Tor.		Phys. Cul., Art	1918	4½	1			850
Simcoe	Christie, James D.	B.A., Tor.	Eng., Fr. and Ger.		1889	40		1,700		
	Martin, Thomas W.		Phys. Cul. (Int.)		1917	5½			1,450	
	Brown, Annie E.			Phys. Cul.	1916	2½	1			925
	Smith, Hilda H. C.	B.A., Tor.	Art	Phys. Cul.	1918	4½				1,100
	Manning, Ernest D. ***			Phys. Cul.	1918	3½			1,600	

*On Military Service from Nov., 1915, to Sept., 1917. **On Military Service from March, 1918, to Dec., 1918.
***On Military Service from May, 1916, to Sept., 1918.

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								Principal	Male Assistants	Female Assistants
								$	$	$
Smithville ..	Jenkins, Robert S.	M.A., Tor.	Class., Eng. & H., Fr. & G.		1919	13	....	1,800	.....	.....
	Clarke, Olive M. (Int.)	B.A., Queen's		Phys. Cul.	1918	¾	....	.....	.....	850
	Stillwell, Muriel T. (Int.)	B.A., McM.	Mods. and Hist.	Phys. Cul.	1918	¾	....	.....	.....	800
Stirling	Kennedy, George E.	B.A., Vic.	Science	Phys. Cul.	1893	26	4	1,500	.....	.....
	Weatherill, Lillian (Int.)			Art	1918	1	4½	.....	.....	800
	Powell, Mabel (Int.)	B.A., Queen's	Mods. and Hist.	Phys. Cul.	1918	1¼	¼	.....	.....	850
Streetsville ..	Laing, Maybelle M.	B.A., Queen's		Art	1916	5½	3	1,200	.....	.....
	Gerhardt, Harry W.			Phys. Cul.	1913	5½	....	.....	1,100	.....
	Pigott, Margaret (Int.)			Phys. Cul.	1918	¾	7¼	.....	.....	800
Sudbury	Berlanguet, Hugh S.	B.A., Queen's	Classics		1910	15	....	2,200	.....	.....
	Dobson, George C. (Int.)	B.A., Tor.		Phys. Cul.	1918	½	5	.....	1,800	.....
	File, Lillian A.		Com.	Phys. Cul.	1913	8½	6½	.....	.....	1,600
	Rose, Kathleen M. (Int.)	B.A., Queen's	Math.		1917	1½	....	.....	.....	1,500
	McRae, Donella M.	B.A., Queen's	Ph. Cl., (Int.), Mods. & H.		1918	14½	2	.....	.....	1,500
	Park, Camilla H.	B.A., Tor.		Phys. Cul., Art	1918	3½	1½	.....	.....	1,100
Sydenham.....	Sine, Frederick	M.A., B.Sc., Queen's.		Agr. & Hor.	1915	11½	5	2,000	.....	.....
	Preston, G. Alexander (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1918	½	....	.....	1,400	.....
	Hiscock, May B.	B.A., Queen's	Phys. Cul. (Int.)		1910	8½	....	.....	.....	1,000
	Melvin, L. Hazel (Int.)	B.A., Queen's			1918	1½	....	.....	.....	900
Thorold.....	Bonis, Harry	B.A., Tor.	Classics	Art, Phys. Cul.	1914	28	1	1,700	.....	.....
	Schooley, Fred.			Phys. Cul.	1918	13½	7	.....	1,300	.....
	Nelson, Eva E.	B.A., Queen's			1919	2	½	.....	.....	1,100

Tillsonburg...	Auld, Charles	B.A., Tor.	Math.		1914	24	....	2,000	.....	.....
	Hindson, Hilda M.		Phys. Cul. (Int.), Com.	Art	1904	14	6	.....	.....	1,100
	Sinclair, Robt. J.		Phys. Cul.		1915	7½	2	.....	1,500	.....
	Allen, Lillian M.	B.A., Tor.		Phys. Cul., Art	1918	4½	....	.....	.....	1,050
	McVean, Kathleen P.	B.A., Tor.		Phys. Cul., Art	1919	2	....	.....	.....	1,000
Toronto, Commerce..	Eldon, Robert H.	B.A., Queen's	Math., Com.		1911	27	7	3,400	.....	.....
	Ward, William	B.A., B.Paed., Queen's	Com.		1911	24	5	.....	2,600	.....
	Fletcher, William H.	M.A., Queen's	Science, Com.		1911	23½	4½	.....	2,600	.....
	Baird, William		Com.		1911	16	4	.....	2,600	.....
	Edward, Wesley G.	B.A., Tor.	Com.		1911	13½	1	.....	2,400	.....
	Bailey, Joseph J.		Com. (Int.)		1911	14½	5	.....	2,400	.....
	Webster, Samuel C.	B.A., Tor.			1911	17	2	.....	2,400	.....
	Conlin, Evelyn E.	B.A., Tor.	Mods. and Hist.		1911	16½	....	.....	.....	2,400
	VanEvery, John F.	B.A., Tor.	Eng., Hist., Fr. and Ger.		1912	21	....	.....	2,300	.....
	Harry, Frank T.		Com.		1913	5½	13½	.....	2,200	.....
	Smith, Clayton R.		Art, Com.		1914	10	5	.....	2,100	.....
	Mathieson, Elsie	B.A., Tor.	Eng. and Hist.		1914	8	6	.....	.....	2,000
	Francis, Annie B.	B.A., Tor.	Mods. and Hist.		1915	15½	1	.....	.....	2,000
	Keast, Walter	B.A., Tor.	Math.		1916	12½	5	.....	2,600	.....
	Stockdale, Thomas N.		Phys. Cul., Com. (Int.)	Art	1916	10	4	.....	1,900	.....
	Hare, Arthur F.		Com. (Int.)		1916	5½	8½	.....	2,000	.....
	Lailey, Marion B.	M.A., Tor.	Phys. Cul.		1916	7	....	.....	.....	1,800
	Harvey, Humphrey G. (Int.)		Com.		1916	2½	8½	.....	1,900	.....
	Ramsay, James A.	B.A., Queen's	Art (Int.), Com.		1917	9½	11	.....	1,800	.....
	Batchelor, Edna G. ...(Int.)	B.A., McM.			1917	1½	....	.....	.....	1,700
	Henry, Stanley Hunter	M.A., Queen's	Sci. (Int.), Math. & Phys.		1918	8½	....	.....	1,700	.....
	Atkin, Edith L.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	3½	....	.....	.....	1,700
	Cavell, Ernest E. .....(Int.)		Com.		1918	½	8½	.....	1,700	.....
	Dickson, Lucy I. .....(Int.)		Phys. Cul., Com.		1918	½	5½	.....	.....	1,600
	Bain, Mary	B.A., Tor.	Phy. Cl. (Int.), Mds. & H.		1918	6	....	.....	.....	1,500
Toronto, North	Reed, George H.	M.A., B.Paed., Tor...	Classics		1910	30	4	3,000	.....	.....
	Shaw, Robert	B.A., McM.	Math.		1913	17	3	.....	2,600	.....
	Clark, Luther J.	B.A., Queen's	Phy. Cl. (Int.), Fr. & Ger.		1914	28½	5½	.....	2,600	.....
	Keillor, James	B.A., Queen's	Eng. and Hist.		1915	27	3	.....	2,600	.....
	Nelson, Curtis I.				1910	8	2½	.....	2,100	.....
	Scanlon, Mary G.		Phys. Cul. (Int.), Art		1911	10	2½	.....	.....	2,000
	Lang, Jean K. .....(Int.)	B.A., Tor.	Mods. & Hist., Phys. Cul.		1918	1	....	.....	.....	1,500
Trenton	Whyte, Robert	B.A., Tor.		Phys. Cul.	1910	23	4	1,900	.....	.....
	Scott, Jessie M.			Phys. Cul.	1914	7½	3	.....	.....	1,150
	Thompson, Margaret J.	B.A., Queen's	Fr. & Ger., Eng. & Hist...		1918	19	6	.....	.....	1,200
	McCauley, Ina H. ....(Int.)	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	½	....	.....	.....	1,000
	Clapp, Ella B. .....(Int.)	B.A., Queen's		Phys. Cul.	1919	....	⅓	.....	.....	1,000

NOTE.—W. Stanley Ferguson, a teacher of the High School of Commerce, is on Active Service.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1919—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								$	$	$
Tweed	Irwin, Alfred H.	B.A., Queen's	Phys. Cul. (Int.)		1916	7	1½	1,600		
	Newton, Amy A.	B.A., Tor.	Mods. & His., Ph. Cl. (Int.)		1917	2½	5½			900
	Nichol, Christene B.		Phys. Cul. (Int.), Art		1919	3				900
Uxbridge	Welsh, David A.	B.A., Tor.		Agr.&Hor., P.C.	1917	8½	2½	1,800		
	Austin, Grace C.		Phys. Cul. (Int.)		1917	9½	1			1,150
	Strang, Rose I.			Phys. Cul.	1917	21				1,100
	Stewart, Ruth (Int.)	B.A., Queen's	Mods and Hist.	Phys. Cul.	1917	2½	2			950
	Gould, Elva		Art (Int.)		1916	9				1,000
Vienna	Foster, Jessie	B.A., Queen's	Fr. and Ger.	Phys. Cul.	1914	17		1,150		
	Switzer, Neva (Int.)		Art		1918	2½				750
Walkerton	Morgan, Joseph	M.A., Tor.	Classics		1881	37		1,600		
	McGregor, Margaret C.	B.A., Tor.		Art	1908	11½	1½			1,200
	Robb, George W. (Int.)	B.A., McM.			1918	1½	1½		1,300	
	Traver, Edith A.			Phys. Cul.	1918	6½	2			1,200
Wallaceburg	Dickenson, Edgar U.	B.A., Tor.	Phys. Cul. (Int.)		1904	14	3	1,870		
	Young, Ralph H.	B.A., Queen's		Phys. Cul.	1917	6	3		1,320	
	Stevenson, Marjorie T.			Art	1918	4½				1,000
	Shaw, Ada E. (Int.)	B.A., Tor.		Phys. Cul.	1918					900
Wardsville	Farrington, Mabel C.	B.A., Tor.		Phys. Cul.	1916	5½		1,400		
	Archer, Nerissa N. (Int.)		Art		1918	1½	1			800
Waterdown	Cooper, Alex. B.	B.A., Queen's		Vocal Music	1918	16½	8	1,700		
	McTurk, Isabel	B.A., Queen's			1918	2½				900
	Mitchell, Isabella C.			Phys. Cul.	1918	5				800
	Fothergill, Ethel L.			Art, Phys. Cul.	1918	2½	1			850

Waterford	Rowntree, Annie E.	M.A., Tor.	Phys. Cul. (Int.) Mods.&H.		1910	8½	5	1,500		
	Russell, James W.		Art (Int.)	Phys. Cul.	1916	4½			1,100	
	Franklin, Marion M. (Int.)	B.A., Tor.		Phys. Cul.	1918	½				800
Watford	Steer, Albert B.	B.A., Tor.			1915	10	1	1,650		
	McCaw, Hester E. A.	B.A., Tor.	Eng. and Hist.		1912	10½				1,150
	Mitchell, Blanche H.			Art	1907	11½	4			1,100
	McKenzie, Russell N. (Int.)	B.A., Tor.	Math. and Phys.	Phys. Cul.	1916	3½			1,350	
Welland	McCuaig, Herbert M.	B.A., Queen's			1891	34		1,800		
	Brackenbury, George L.	B.A., Queen's		Phys. Cul.	1917	6½	1		1,700	
	Thomson, Helen M.	B.A., Tor.	Math.		1908	10	3			1,300
	Brennan, Jennie L.		Art		1906	12½	4			1,200
	Ross, Margery E.	B.A., Tor.	Phys. Cul., Mods. & Hist.		1915	4½				1,000
	Fennell, Mary A. (Int.)	B.A., Tor.			1918	½				1,100
	MacLaurin, Mary L. (Int.)	B.A., McM.	Eng. and Hist.	Phys. Cul.	1919		3			900
Weston	Pearson, Alexander	B.A., Tor.	Science	A&H.,P.C.,Com.	1914	25½		2,500		
	Graeb, Mabel M.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1911	10½				1,400
	Dufton, Lena I.	B.A., Tor.	Classics	Phys. Cul.	1915	10				1,450
	Delmage, Emelyn E.	B.A., McM.	Math., Art	Phys. Cul.	1919	11½				1,600
Whitby	Johnson, George S.	B.A., McM.	Science	Agr. & Hor.	1915	8½		1,900		
	Smith, Wallace W.	B.A., McM.			1916	2½	4½		1,400	
	Sailsbury, Orethia M.		Art		1914	5	4½			1,200
	Gregory, Alice E. (Int.)	B.A., McM.	Classics, Phys. Cul.		1917	1½				1,200
	Philp, J. Henry	B.A., Queen's	Phys. Cul. (Int.)		1918	3½			1,200	
Wiarton	Hamilton, John R.	B.A., Queen's		Phys. Cul.	1912	9½		1,700		
	O'Shaughnessy, Kath. (Int.)	B.A., Queen's	Phys. Cul.		1917	2½				950
	Madigan, Ellen I. (Int.)	B.A., Tor.		Art	1918	1½				900
Williamstown	Cooke, John A.	M.A., Queen's	Classics		1911	29	3	1,800		
	Cattanach, Jessie S.	B.A., Queen's		Phys. Cul.	1910	8½	4½			1,175
	Rogers, William C.	M.A., Queen's	Art (Int.)		1918	8	2½		1,400	
	Morrow, Consuelo O. B. (Int.)	B.A., Queen's		Phys. Cul.	1918	½				1,000
Winchester	Barlow, Fred. J.	B.A., Tor.	Art	Ag. & Hor., P.C.	1917	4½	2	1,700		
	Fraser, Christine	B.A., McM.		Phys. Cul.	1917	4½	5			1,000
	Grenville, Lucy H. (Int.)	B.A., Tor.		Phys. Cul.	1918	2				1,000
	Rose, Maude L.			Art	1918	5	3½			800
Wingham	Houser, Wilfred H.	M.A., Queen's	Math.		1918	9		1,900		
	Anderson, John A.	B.A., Queen's	Science (Int.)	Agr. & Hor.	1915	3½	4		1,550	
	Butcher, Frank H.	B.A., Tor.	Classics	Phys. Cul.	1916	2½			1,400	
	Whyte, Marion I.	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1913	9	1			1,300
	Anderson, Beatrice E.		Com., Art (Int.)		1917	8½	3			1,100
	Gillies, A. Marjorie (Int.)	B.A., Tor.	Phys. Cul.		1918	½				1,000

SUMMARY, COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1919

Number of Schools, Sex of Teachers, and Percentages

Schools

Collegiate Institutes	47
High Schools	117
Total	164
Increase for the year	2

Teachers

Men	530
Women	558
Total	1,088

Percentages

Jan. '19:	Men,	48.71;	Women,	51.28
" '18:	"	50.80;	"	49.19
" '17;	"	53.37;	"	46.62
" '14:	"	59.27;	"	40.72
" '09:	"	67.55;	"	32.45
" '04:	"	78.80;	"	21.20

Number of Teachers

Collegiate Institutes

Principals	47
Assistants	542
Total	589

High Schools

Principals	117
Assistants	382
Total	499

Grand Total

Principals	164
Assistants	924
Grand Total	1,088
Increase for the year.	37

Salaries

Collegiate Institutes

Highest Salary	$3,700
Average " Principals	2,454
" " Male Assistants	1,955
" " Female "	1,410
Average Salary	$1,760
Increase for the year	104

High Schoo

Highest Salary	$3,400
Average " Principals	1,753
" " Male Assistants	1,643
" " Female "	1,077
Average Salary	$1,335
Increase for the year	54

Collegiate Institutes and High Schools

Highest Salary	$3,700
Average " all Principals	1,954
" " all Assistants	1,496
Average Salary, all	$1,565
Increase for the year	81
Average Salary, Male Assis'nts	$1,882
" " Female "	1,231
Increase for year, Principals	$70
" " MaleAssistants	142
" " Female "	64

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools

Graduates	792
Non-Graduates	296
Graduates, Jan., 1919	72.79 per cent.
" " 1918	72.59 "
Non-Graduates, Jan., 1919	27.20 "
" " 1918	27.40 "
Interim Certificates	176
Specialists	543
Interim Specialists	249
Specialists and Int. Specialists Jan. '19,	72.79 per cent.
" " " '18	70.69 "
Non-Specialists, Jan., 1919	27.20 "
" " 1918	29.30 "
Elementary Certificates in Art	85
" " Physical Culture	290
" Commercial Certificates	3
" Certificate in Household Science	1
" " Manual Training	1
Intermediate Certificates in Agricul. and Hort.	28

APPENDIX X

ONTARIO SCHOOL FOR THE DEAF

ANNUAL REPORT OF THE SUPERINTENDENT

To the Honourable H. J. Cody, M.A., D.D., LL.D., M.P.P.,
Minister of Education for Ontario:

Sir,—I have the honour to submit for your consideration the annual report of the Ontario School for the Deaf for the year ending October 31st, 1918, and in presenting this report I am pleased to be able to state that notwithstanding the continued strain of the war and the financial burdens borne by the Province no vital interest of the pupils was permitted to suffer, and that the educational work of the school was maintained at its hitherto high standard of efficiency.

The Attendance

The average attendance of pupils for the year was 256. This was well up to the average attendance of preceding years and showed a slight increase over that of the previous year. At the close of school for the summer vacation ten pupils graduated, and twenty, most of whom had completed the full number of sessions in school, were written off. At the reopening in September thirty-six new pupils were enrolled and two who were absent for some years returned to school. Sixteen who were detained at home through various causes, some to assist in work, others through illness, have since returned to school, and the prospect is that the attendance for the coming year will equal that of former years. When it is considered that many of the senior pupils were at work during the vacation at very remunerative wages, their prompt return to school at the reopening shows an appreciation on the part of both the pupils and parents of the benefits to be obtained, which is very gratifying.

The Health of the Pupils

Throughout the year and up to the time of the outbreak of influenza in October the general health of the school was exceptionally good. Previous to the epidemic,

and in anticipation of it, the pupils were kept in the open air as much as possible in order that they should be in the best possible physical condition to withstand the expected attack. The harvesting of the apple crop by the pupils under the supervision and with the assistance of teachers and officers furnished a pleasant and effectual means to that end and should be credited with some share in the favourable results obtained. The epidemic, which was of a fairly severe type, caused great anxiety and was combated by all the resources at our disposal. At the height of the epidemic school was closed for a time and the pupils distributed throughout the buildings so that there were as few as possible in any one room. This arrangement, together with a close supervision over ventilation, no doubt diminished to a great extent the toxic condition of the atmosphere of the rooms and lessened the severity of the attack. Every member of the staff was a volunteer for whatever duty required, and no praise is too great for the splendid care they gave those ill with the disease, and that we had only one fatality to record is no doubt due in a great measure to the splendid service of the staff generally. Miss Linn, in charge of the boys' residence, and Miss Deannard, in charge of the girls' residence, were untiring workers and well deserve the appreciation of the school and the gratitude of both pupils and parents. Dr. Boyce, our physician, was unsparing in his attention and has every reason to feel satisfied with the splendid results obtained.

The Expenditure

The rule of the school since the outbreak of the war has been economy without impairment of service. Notwithstanding the very great vigilance of the staff in this respect there was a considerable increase in the total expenditure for the year over that of preceding years. But when it is considered that the purchasing power of a dollar is not more than that of sixty cents a few years ago, it will be readily seen that the per capita cost per pupil of $392.91 is not up to what might reasonably be expected under the unusual price conditions prevailing during 1918.

Comparison of Weekly Cost per Pupil for the Years 1916, 1917 and 1918, as per the Bursar's Statements

	1916	1917	1918
Medical Department	$0.01	$0.03	$0.02
Butcher's meat	.34	.34	.48
Flour	.12	.18	.25
Butter and milk	.34	.37	.40
General groceries	.23	.27	.24
Fruit and vegetables	.11	.11	.14
Bedding and clothing	.04	.05	.05
Fuel, light and power	.99	1.86	2.18
Laundry	.07	.07	.09
Books and apparatus	.08	.09	.09
Printing, postage, etc.	.03	.06	.06
Furniture	.02	.03	.04
Farm	.06	.16	.16
Repairs	.05	.06	.07
Sewage works	.01	.01	.02
Water	.07	.07	.07
Miscellaneous	.08	.09	.06
Salaries and wages	2.72	3.05	3.13
	$5.37	$6.90	$7.55

The only items in the foregoing statement which call for any comment are those of coal and salaries and wages. The increase in the cost of fuel was due to the prevailing high price of coal and the purchasing and storing of a sufficient quantity to carry over till September, 1919. In the item of salaries and wages the increase is perhaps less than the normal increase for similar services throughout the Province.

The Buildings

For several years a sum of money was placed in the estimates for the reorganization of the Main Building and the industrial department, but owing to exigencies of war and the necessity of reserving work for the reconstruction period this work was not gone on with and the money not expended. Now that the war is drawing to a close preparation should be made to proceed with the building programme as originally planned as soon as conditions are favourable. The class-rooms, which are located in the main building, are in almost every particular not up to the requirements of a modern school. Many of the rooms are too small and poorly lighted, and in none is there any system of ventilation, and when it is considered that poorly lighted rooms not only interfere with lip-reading and impede the work of the teachers, particularly in the Oral Department, but also put a strain on the eyes of pupils who are already handicapped with deafness, and many with defective vision as well, the reorganization becomes both necessary and urgent. Changes of a similar nature are required in the shops, and while not so immediately pressing as are those of the main building, they should be gone on with as soon as those in the main building are completed, and the shops furnished with up-to-date equipment for the teaching of the various trades.

The Farm

The operation of the farm for the year was satisfactory and profitable. The orchard, in common with the orchards of this district, suffered severely from "winter killing," due to the severity of last winter, but the crop was a fairly good one and perhaps above the average for the year. Besides having an abundance of apples for our own use, over six hundred barrels were sold, five hundred of them going to supply other Provincial institutions. The boys of the school assisted greatly in the work and made it possible to carry on the farm without any of the difficulties due to the scarcity of farm help, and while their work was in this respect of great advantage, it was of decidedly greater value in their own development. The chores and work done by these boys was the very best kind of manual training. Not only were their hands and eyes trained and their powers of observation, self-reliance and resource developed and their mentality quickened by the many varieties of work and conditions incidental to farm operations, but they were conscious of helping to produce things of real value. In addition to this training they were receiving in the open-air work of the farm a physical development not otherwise obtainable and building up a robustness of constitution so necessary to vigorous physical or mental effort.

Value of Farm Products Used in Maintenance or Sold during the Year, estimated at market prices

Milk, 40,881 quarts at 10c.	$4,088 10
Cream, 231 lbs. fat at 45c.	103 95
Calves, 12	34 00
Apples, 850 barrels	2,500 00
Hogs, 36, 8,280 lbs.	1,378 25
Cow, 1, 1,200 lbs.	108 75
Eggs, 881 doz. at 40c.	352 40
Chickens, 525 lbs. at 25c.	131 25
Strawberries, 40 boxes at 20c.	8 00
Raspberries, 300 boxes at 20c.	60 00
Rhubarb, 200 bunches at 5c.	10 00
Radish, 10 quarts at 10c.	1 00
Peas, 40 quarts at 25c.	10 00
Brussels, 10 pecks at 50c.	5 00
Onions, 21 bushels at $1.50	31 50
Pumpkins, 30 at 5c.	1 50
Cauliflower, 31 at 10c.	3 10
Cabbage, 915 at 5c.	45 75
Red cabbage, 75 at 5c.	3 75
Beets, 30 bushels at 50c.	15 00
Carrots, 20 bushels at 50c.	10 00
Green beans, 25 baskets at 40c.	10 00
Field beans, 10 bushels at $7.50	75 00
Cucumbers, 125 baskets at 25c.	31 25
Potatoes, 100 bags at $1.75	175 00
Tomatoes, 400 baskets at 40c.	160 00
Turnips, 70 bushels at 20c.	14 00
Celery, 2,000 bunches at 5c.	100 00
	$9,466 55

The Work of the Session

The regular school work was carried on during the session of 1917-18 in twenty-two classes, six manual and sixteen oral, with a staff of twenty-three teachers. No serious interruptions occurred during the year through illness among pupils or teachers, and as a consequence good results were obtained in almost all the classes.

The dividing of the school into three departments, junior oral, senior oral, and manual, and the placing of each department in charge of a supervising teacher, have been of material benefit and have made progress more even throughout the school.

Miss Ford, supervisor of the Junior Oral Department, gives her whole time to the work of supervision and the training of new teachers in the special methods used in teaching the deaf. She is absent at present, taking a special course to further qualify herself for the training of teachers, and it is confidently expected that the difficulties experienced in the past in staffing our school will be overcome and that it will not be necessary in the future to go outside the Province to recruit our teaching staff. Normal trained teachers who have had several years of markedly successful public school experience, after receiving a course of training in our special methods, almost invariably make the most successful teachers of the deaf.

When the great difficulties of educating the deaf are considered, it will be readily conceded that any effort that may be made to secure teachers of outstanding ability and proved aptitude will not be too great, if the deaf children of our Province are to receive the education to which they are justly entitled.

Appended hereto are the reports of Mr. H. J. Clarke, B.A., Literary Examiner, and Dr. Boyce, our School Physician.

Mr. Clarke's report deals with the work of various classes in a very comprehensive manner. His familiarity with the technical work of our school, and the

special requirements of our pupils, makes his inspection of the class-room work, and his report thereon, of special value, and demonstrates the advantages of having an experienced examiner.

Before closing my report I wish to acknowledge my great indebtedness to you, Sir, and to Dr. Colquhoun, and to the officers of your department, for the courtesy shown and assistance given me on all occasions.

I have the honour to be,

Sir,

Your obedient servant,

C. B. Coughlin,
Superintendent.

Belleville, October 31st, 1918.

LITERARY EXAMINER'S REPORT

To the Honourable H. J. Cody, M.A., D.D., LL.D., M.P.P.,
Minister of Education for Ontario:

Sir,—I have the honour to present to you my report as Literary Examiner at the Ontario School for the Deaf, Belleville.

This school now comprises in the literary department, twenty-two classes—sixteen oral classes and six manual classes. In passing I would like to note that, when I first visited this school ten years ago, the proportion of oral and manual classes was reversed, with even a greater preponderance of manual classes. In fact the oral work that was taken at that time was almost in the nature of special classes in articulation for a few of the brighter children. To-day it is almost an Oral School.

I spent six days in the school, visiting every class, where I observed the work and in several cases examined the classes, as I would do in an ordinary public school.

After a careful inspection of the work of this school, I can assure you that efficient instruction is being given to these children by teachers who in the main are experts in their line of work. The Manual Department is under the supervision of Miss Linn. The Junior Oral Department is under the charge of Miss Ford, and the Senior Orals are under Mr. Campbell. These supervisors are doing excellent work in their several departments.

When it is remembered that these pupils come to school almost invariably without a word, and with no means of communication with their fellows except for a few natural signs, it is wonderful what is accomplished.

In the Manual Department, Miss Bull has a class in the Preparatory Grade. Several of these pupils are of low mentality, but by careful and painstaking effort Miss Bull has made considerable progress with them. It is unfortunate that there is not some place where this class of children could be taken care of. We meet the same class in some of our public schools. They get very little at a school designed for the normal child, but under special treatment might be made self-supporting.

Miss James has the First Grade pupils in this department, and I saw very good work in her class, particularly the action work and the use of the five slates. There are four other grades in the Manual Department in charge of Mrs. Balis, Miss Brown, Miss Linn and Mr. Coleman. All are doing their best for those committed to their care.

In the Oral Department, Preparatory Grade, there are three classes. The aim in this grade is to acquire a vocabulary with which to express their thoughts. At the risk of being wearisome, I will outline as briefly as I can just what has been accomplished in the Junior Oral Department, and this will show you that these pupils are getting a course of training that will be of immense value to them when they go out into the world to mix as they must with speaking people.

Miss Domm has a class of very young children, who require a great deal of sense-training exercises. These little tots lip-read twenty commands, and the names of thirty-five (35) objects. They do not speak yet. Miss Springer's class are slightly older. They speak about fifty words. They of course lip-read these words and write them. They also lip-read thirty-five commands, and use short sentences such as "A boy fell," etc. Miss Handley's class speak one hundred and twenty-five words. They also lip-read them and write them. In addition they lip-read fifty commands, and use short sentences such as "I saw a cow," etc. They also know the numbers to ten.

In the First Grade Orals there is only one class, in charge of Miss Wheeler. These speak about four hundred words, use short sentences containing adjectives and prepositional phrases. They have the use of "to be" and "to have", and question forms are understood. They take the numbers to twenty.

There are three classes in the Second Grade Orals. Miss Cross has a junior class who speak about one hundred words. Words are classified in this grade, and short stories are begun. They take the numbers to one hundred. They also have such question forms as Who? What? Where? When? How many? What colour? etc. The two Second Grade Seniors are in charge of Miss Curry and Miss Fearon. These pupils use questions themselves. They read short stories, and answer questions on what they have read. They also write short compositions, and have numbers to one hundred.

The Third Grade Orals are in charge of Miss Rierdon, Miss Armstrong, and Miss Hill. These children read various stories containing the language forms so far taught. They write compositions describing pictures, etc. In arithmetic they do addition and subtraction, and have begun geography.

There are two classes in the Fourth Grade, in charge of Miss Panter and Miss Hitchcox. In the language work of this grade the chief aim is in the acquisition of new forms and their use in composition. In geography, they begin the map of the world, and take the plants from which we derive food, clothing, etc. History stories of the early settlers are taken. Multiplication is taken in arithmetic. Books are beginning to be a source of information.

This lays a very good foundation for the Senior Oral Department, where, after passing in succession under the tuition of Miss Palen and Miss Deannard, the pupils reach the Senior class, where they are prepared for High School Entrance by Mr. Stewart and Mr. Campbell, who divide the curriculum between them. This allows these two men to divide their time also with the class who have passed beyond the Entrance work and are taking up some of the First Form work.

I was very much interested in some special students, at present receiving instruction at the school. Some of our noble men, who answered the call of King

and Country, and went to France to defend the rights of the weaker nations against the tyranny of Germany, have been invalided home, with their hearing gone. I had the pleasure of meeting Gunner Gallagher, who unfortunately has entirely lost his hearing in the war. He came to the school in April, and in early June he had made such progress in lip-reading that I had not the slightest difficulty in carrying on a conversation with him. His teacher, Miss Deannard, gave him some rather severe tests, but in every case he measured up readily. He is a man of exceptional ability, but considering all this he has made remarkable progress.

In concluding this report, which is somewhat lengthy, I wish to express my sincere thanks to the Superintendent and staff for their uniform kindness to me during the discharge of my official duties. Every opportunity was afforded me to examine into the workings of the school as I deemed advisable, and any information required was readily and cheerfully given, and everything was done to make my visit a pleasure as well as a duty.

I have the honour to be,

Sir,

Your obedient servant,

H. J. Clarke,
Public School Inspector.

Belleville, June 25th, 1918.

PHYSICIAN'S REPORT

To the Honourable H. J. Cody, M.A., D.D., LL.D., M.P.P.,
Minister of Education for Ontario.

Sir,—I beg leave to report to you the conditions prevailing in the Medical Department of the Ontario School for the Deaf for the year ending October 31st, 1918.

Our first duty on the opening of school is to make a careful examination of all new pupils, with the view of detecting any departure from normal general health or any physical or mental defect, and to correct it as far as possible.

The whole school then undergoes inspection. Every child is weighed and measured and a record kept for future use during the session at any time when required. This general inspection is made monthly throughout the session. This course is followed every year, special attention being given to avoid the introduction of infectious or contagious diseases by the examination of the children, their trunks and clothing, and as far as possible to ascertain the conditions prevailing in the homes before leaving for school. Wherever any suspicious circumstances warrant the child is quarantined and kept under observation.

Every year we have enter the school a number of children showing evidence of a condition of health due to constitutional or hereditary causes. For these the school is a great boon, inasmuch as they are under treatment and observation while here, and usually leave the school in much better health than when they entered.

If we exclude the epidemics, which we sometimes have, the general health of the children varies little one year with another, and probably is not different from ordinary residential schools.

During the early part of the term it is of quite common occurrence to have a good many with anæmia, debility, marasmus, digestive disorders, middle ear diseases, skin diseases, and during the changeable season, catarrhal troubles, bronchitis or influenza. Under treatment these usually make early and satisfactory improvement. We have some, however, that are beyond the influence of treatment and such as to warrant no hope of recovery. We endeavour to benefit these as much as possible and keep them at school.

On the aggregate I am pleased to state that the general health of the school was very well preserved during the past year, considering the large number of children in residence here for a period of nine months of the year. There have been times of comparative quiet when only trivial cases of sickness or indisposition prevailed, at other times our energies, time and attention were taxed to the utmost.

Of the more serious and important cases of sickness I would mention the following. In the early part of the term of 1917 and 1918 before Christmas we had one case of whooping cough, promptly quarantined, three cases of appendicitis, two cases of typhoid fever, one of chorea, and two of heart disease who returned home before the end of the session.

During the latter part of the session, after January 1st, one case of comminuted fracture of the thigh in a boy, two cases of pneumonia, a large number of cases of la grippe—a number of them complicated with bronchial pneumonia, two cases of inflammatory rheumatism, one case of appendicitis operated on at the Belleville General Hospital, one case of pulmonary tuberculosis which was returned home. Besides the above I would mention the following: fifteen cases of goitre, minor injuries, wounds and contusions such as often occur among a large number of children at recreation.

Among the staff and attendants there has been some sickness. Our matron, Miss Willoughby, was severely sick for some time, but has recovered and returned to duty. Mr. Charles Peppin, Engineer, was for a long time dangerously ill, but has fully recovered.

I refer especially to the epidemic of influenza. The first cases appeared in Belleville about the middle of September, and instructions were at once issued by the Superintendent of the school that every precaution should be taken to prevent the school from being invaded. The most rigid quarantine possible was enforced, and no one allowed to enter or leave the school grounds unless of necessity. The children were kept as much as possible within the grounds and in the open air, thus avoiding any overcrowding that might otherwise exist in the schoolrooms or dormitories. Officers and officials were warned to avoid crowded places or where suspicious cases of sickness existed. We were deprived of the benefits of serum treatment excepting in a few cases, as it was possible to procure it only in very small amounts, and most of the children were down with the disease before they could receive the inoculation. Later on it was used wherever circumstances warranted.

The means adopted seemed to be successful, as we had no cases until about the 7th of October, when it appeared first among the boys. There was no relaxing our efforts at quarantining, but the infection spread very rapidly, and nearly the whole school became involved. At one time we had over two hundred children in bed with the disease. Twelve developed pneumonia. The staff and attendants were not spared, a number being severely sick, including one of the special nurses.

When the epidemic first appeared we had a few cases of mild chicken pox in quarantine; some of these afterwards became sick with influenza.

During this exceptionally critical time our energies were taxed to the utmost, and much credit is due the officers and members of the staff and nurses for their assistance; especially the Superintendent for his invaluable aid and instruction in the general management of the school and his liberality in allowing everything necessary to the successful handling of the epidemic.

We believe that the results fully justified the efforts, for we had but one death, a little boy aged fourteen.

We are now fully engaged in restoring the school to a better condition of health, as many will require time and special attention before being fully reinstated.

I have the honour to be,

Sir,

Your obedient servant,

W. W. BOYCE, M.D.

Belleville, November 1st, 1918.

Officers of the School

C. B. Coughlin, M.D. ..... Superintendent.
J. W. Pearse ..... Bursar.
W. W. Boyce, M.D. ..... Physician.
Miss E. A. Willoughby ..... Matron.
Miss G. Graham ..... Domestic Science Teacher and Assistant Matron.

Teachers

Manual.	Oral.
Miss G. Linn, Supervising Teacher, Manual Department.	W. J. Campbell, Supervising Teacher, Senior Oral Department.
D. R. Coleman, M.A.	Miss C. Ford, Supervising Teacher, Junior Oral Department.
Mrs. Sylvia C. Balis.	Geo. F. Stewart.
Miss Ada James.	Miss L. Deannard.
Miss Mary Bull.	Miss I. B. Palen.
Miss Nina Brown.	Miss B. Rierdon.
	Miss F. Cross.
	Miss L. Fearon.
	Miss E. Panter, B.A.
	Miss I. Aherne.
	Miss F. Curry.
	Miss M. Hitchcox.
	Miss L. Carroll.
	Miss V. Handley.
	Miss G. Springer.
	Miss E. Nurse.
	Miss K. B. Scott.

Domestic Science ..... Miss G. Graham.
Fancy Work ..... Miss M. Bull.

Miss C. Coombe ..... Trained Nurse.
Mrs. L. G. Williams ..... Teacher of Sewing.
Wm. Nurse ..... Storekeeper and Assistant Supervisor of Boys.
E. T. Payne ..... Printer and Instructor in Printing.
A. Morrice ..... Shoemaker and Instructor in Shoemaking.
W. E. Parks ..... Carpenter and Instructor in Carpentering.
J. N. Boyd ..... Baker and Instructor in Baking.
C. J. Peppin ..... Engineer.
C. S. Nicholson ..... Farmer.

List of Pupils in the Ontario School for the Deaf for the Year ending October 31st, 1918

County, etc.	P.O. Address
Algoma District:	
Donovan, Ellen	Steelton.
Winnie, Irene	Steelton.
Webb, Kathleen	Dayton.
Alberta, Province of:	
Nouak, Nick	Didsbury.
Porter, Annie	Dewbury.
Talbot, Hartley	Calgary.
Brant:	
Glazier, Eva	Brantford.
Moors, Beatrice	St. George.
Moors, Grace	St. George.
McKenzie, Robert	Harley.
Reid, James	Brantford.
Sole, Erna	Tarringdon Hill.
Tate, Mary	Harley.
Bruce:	
Baker, John	Southampton.
Ballagh, Edith	Teeswater.
Crowe, Robert	Dobbinton.
Keyes, May	Hepworth.
McKee, Carl	Pinkerton.
McKee, Maud	Pinkerton.
Rourke, Melville	Tara.
Carleton:	
Blanchard, Victor	Cumming's Bridge.
Cardwell, Meleta	Ottawa.
Carriere, Joseph	Ottawa.
Dallaire, Romeo	Ottawa.
Delinelle, Lauretta	Ottawa.
Eldridge, Florence	Ottawa.
Garvin, Jean	Ottawa.
Hanna, Abraham	Ottawa.
Jones, Mabel	Billings' Bridge.
Little, Sadie	Ottawa.
Pittaway, Audrey	Ottawa.
Pommerville, Eva	Ottawa.
Quinn, Carman	Ottawa.
Radmore, Frank	Ottawa.
Savard, Paul	Cumming's Bridge.
Towns, Dora	Laurentian View.
Dundas:	
Beckett, Sam	Chesterville.
Ford, Clarice	Mountain.
Dufferin:	
Bell, George	Riverview.
Boyle, Lizzie	Waldemar.
Boyle, John	Waldemar.
Middleton, Helen	Shelburne.
Smith, Gordon	Riverview.
Essex:	
Andrews, Kenneth	Windsor.
Fairful, Maisie	Leamington.
Standish, Dorothy	Essex.
Suddy, Fred.	Windsor.

County, etc.	P.O. Address
Elgin:	
Caves, Jessie	St. Thomas.
Gwalter, Fred.	St. Thomas.
Hammond, Catherine	St. Thomas.
Henderson, Gordon	St. Thomas.
Summers, Moses	Southwold.
Wonnacott, Nellie	Aylmer.
Frontenac:	
Charlton, Archie	Kingston.
Gilmour, Maud	Kingston.
Wood, Alonzo	Cataraqui.
Glengarry:	
Cass, Jemima	Maxville.
Grey:	
Brown, Alma	Markdale.
Henderson, Harvey	Owen Sound.
Kinsman, Mary	Proton.
Wilson, Elsie	Markdale.
Haldimand:	
Buckley, Lawrence	Selkirk.
Foster, Sylvia	Dunnville.
Foster, Dorothy	Dunnville.
Foster, Irene	Dunnville.
Krick, William	Dunnville.
Maw, Harris	Caledonia.
Sherk, Clara	South Cayuga.
Halton:	
Kenny, Francis	Acton.
Patterson, Walter	Milton.
Patterson, Lewis	Milton.
Hastings:	
Ingram, Nellie	Faraday.
Narrie, John,	Marmora.
Roberts, John H.	Belleville.
Shaw, Vera	Trenton.
Swayne, Robert	Belleville.
Smith, Marie	Belleville.
Ward, Albert	Stirling.
Waldron, Arthur	Trenton.
Whalen, Mary A.	Point Ann.
Huron:	
Bell, Elwood	Goderich.
Cole, Jean	Clinton.
Cole, Melvin	Clinton.
Doubledee, Lena	Wroxeter.
Laporte, Dennis	Zurich.
Marshall, John	Hensall.
Marshall, Russell	Hensall.
Kent:	
Adkin, James	Bothwell.
Antaya, Roy	Paincourt.
Brewer, Blanche	Bothwell.
Christian, Gertrude	Wallaceburg.
Dubois, Madeline	Wallaceburg.

List of Pupils in the Ontario School for the Deaf.—Continued

County, etc.	P.O. Address
Kent—Continued:	
Goodison, Ada	Coatsworth.
Healey, Dorothy	Wheatley.
Julien, Joseph	Wheatley.
Meredith, Stella	Thamesville.
Toulouse, John	Chatham.
Roberts, John E.	Thamesville.
Richie, Agnes	Chatham.
Richie, Napoleon	Chatham.
Lambton:	
Batty, Blanche	Sarnia.
Chenny, Roy	Petrolia.
Johnston, Olive	Sarnia.
Jackson, Leone	Oil Springs.
Jackson, Myrel	Oil Springs.
Leckie, Alice	Sarnia.
Leeder, Flora	Wyoming.
Thomas, Clara	Walpole Island.
Volk, Mildred	Grand Bend.
Watson, Vern	Watford.
Lanark:	
Leggett, Gordon	Perth.
McLaren, Mary	Smith's Falls.
McLaren, Rachel	Smith's Falls.
Rathwell, Charles	Perth.
Wenzel, Doris	Lanark.
Lincoln:	
McMillan, Duncan	St. Catharines.
Thornton, Lloyd	Vineland Station.
Watson, Bert	St. Catharines.
Leeds:	
Bishop, Ethel	Gananoque.
Jacklin, Myrtle	Lombardy.
Middlesex:	
Eager, Mary	London.
Humphrey, Hazel	London.
Hodgins, Albert	London.
Hodgins, Sadie	London.
McMurray, Mirton	Belton.
Steele, Annie	London.
Muskoka District:	
Johnson, Ella	Utterson.
Northumberland:	
Shannon, Lena	Brighton.
Norfolk:	
Davis, Florence	Simcoe.
Oxford:	
Abrey, Irene	Drumbo.
Groves, Russell	Ingersoll.
Miller, Willie	Tavistock
Wagester, Walter	Tavistock
Young, Stanley	Embro.
Ontario:	
Benns, Charles	Claremont.
Lappin, Leo	Atherley.
Lott, Reata	Oshawa.
Luke, Elsie	Brooklin.
Maynard, John	Uxbridge.
Wilton, Lesley	Claremont.
Prince Edward:	
Harris, Mary	Picton.
Perth:	
Eickemeyer, Norman	Monkton.
Kaufman, Margaret	Palmerston.
McIntyre, Ross	Munro.
Parry Sound District:	
Bagby, Florence	Burk's Falls.
Blais, Gladys	Burk's Falls.
Windsor, George	Callander.
Young, Edna	Trout Creek.
Peel:	
Davey, John	Nortonville.
Elliott, Madeline	Bolton.
McVean, Archie	Malton.
McLeish, Marjorie	Caledon.
Peterboro:	
Davis, Jay	Havelock.
Meyett, Joseph	Peterboro.
Meyett, Charles	Peterboro.
McBrien, Elwood	Peterboro.
McMillan, Ena	Havelock.
Yerrow, Bruce	Peterboro
Quebec, Province of:	
Joyce, Andrew	Quyon.
Pye, Rodger	Windsor.
Renfrew:	
Coules, Michael	Renfrew.
Dick, Alton	Renfrew.
Hunter, George	Matawachan.
Hunter, Raymond	Matawachan.
Hunter, Clifford	Matawachan.
Schneider, Milton	Pembroke.
Teepel, Emma	Khartum.
Whyte, Bella	Arnprior.
Rainy River District:	
Olson, Alma	Black Hawk.
Simpson, Zona	Rainy River.
Simpson, Noreen	Rainy River.
Simcoe:	
Bowen, Roy	Cookstown.
Bowen, Esther	Cookstown.
Bowen, Margaret	Cookstown.
Godfrey, Mabel	Orillia.
Roach, Lawrence	Creemore.
Rivet, Douglas	Midland.
St. Amant, Herman	Penetanguishene.
Sloan, Harry	Churchill.

List of Pupils in the Ontario School for the Deaf.—Continued

County, etc.	P.O. Address
Simcoe—Continued:	
Tudhope, Catherine	Orillia.
Wheat, Dorothy	Midland.
Wright, Elsie	Midland.
Stormont:	
Campbell, Mary	Avonmore.
Ingle, Agnes	Cornwall.
Spotton, Kathleen	Berwick.
Sudbury District:	
Bealer, Frank	Copper Cliff.
Legrandeur, Victor	St. Charles.
Martel, Joseph	Sudbury.
Toppazzini, Albert	Copper Cliff.
Thunder Bay District:	
Bechard, Lorne	Port Arthur.
Kliskinen, Onni	Port Arthur.
Munro, Ada	Slate River Vly.
Smith, Walter	Fort William.
Thompson, Jean	Fort William.
Timiskaming District:	
Audet, Alcide	Cobalt.
Barnes, Ada	Cobalt.
Brent, Margaret	Charlton.
McConnell, Mildred	Charlton.
Whalen, Lorette	New Liskeard.
Whalen, Mary	New Liskeard.
Victoria:	
Brandon, William	Kinmount.
McNish, Helen	Kirkfield.
Patrick, Nellie	Lindsay.
Wellington:	
Barbour, Clifford	Hillsburgh.
Chambers, Pearl	Rockwood.
Carter, Elizabeth	Guelph.
Johnson, Viola	Drayton.
Marshall, Jessie	Arthur.
McQueen, Mary	Guelph.
Wentworth:	
Allen, Muriel	Hamilton.
Bluestein, Shina	Hamilton.
Batstone, Jesse	Hamilton.
Bayliss, Hector	Hamilton.
Cooper, Martha	Dundas.
Cronkhite, Vera	Hamilton.
Gorman, Walter	Hamilton.
Hacking, Willie	Hamilton.
Holt, Nathan	Hamilton.
Moreland, Jack	Hamilton.
Murtell, Cecil	Hamilton.
Peel, Douglas	Hamilton.
Struble, Norman	Hamilton.
Tait, Harold	Hamilton.
Tait, William	Hamilton.
VanSickle, Lara	Jerseyville.
Webb, Gordon	Hamilton.
Welland:	
Caswell, Sylvia	Niagara Falls.
Farr, James	Marshville.
Waterloo:	
Crosson, Jack	Galt.
Durrant, Evelyn	Breslau.
Golds, Charles	Kitchener.
Gartung, Gertrude	Kitchener.
Hirons, George	Waterloo.
Klinkman, Mary	New Hamburg.
Kube, Laura	Kitchener.
Maule, Rona	Galt.
Voisin, John	St. Clemens.
York:	
Angus, Jack	Toronto.
Allen, Winnie	Toronto.
Baillie, Dorothy	Toronto.
Brooks, James	Toronto.
Buchan, Lucy	Toronto.
Buchan, Caroline	Toronto.
Bennett, Charles	Toronto.
Brown, Leonard	Toronto.
Buckle, Oscar	Aurora.
Casey, Lillian	Toronto.
Dickson, Violet	Toronto.
Davey, Charles	Toronto.
Davey, Norman	Toronto.
Ducker, Freida	Mount Dennis.
Egginton, Maud	Toronto.
Egginton, Gwendoline	Toronto.
Goulding, Thomas	Toronto.
Goldman, Joe	Toronto.
Garrison, Archie	Toronto.
Hardy, Gladys	Toronto.
Kelsey, Lillian	Toronto.
Lee, Charles	Toronto.
Laforte, Augustine	Toronto.
Laughlin, Nellie	Toronto.
Malinsky, Rosie	Toronto.
Malinsky, Louis	Toronto.
McCann, Grace	Toronto.
McFarlane, John	Toronto.
McGovern, William	Toronto.
McCallum, Duncan	Strange.
Osborne, Iona	Sutton West.
Powell, Marion	Toronto.
Petch, Lera	Milliken.
Pattillo, Lenore	Toronto.
Pierce, Frank	Toronto.
Pack, Sydney	Toronto.
Proctor, Leslie	Toronto.
Pitifield, Margaret	Toronto.
Reading, Victor	Toronto.
Robinson, Charles	Toronto.
Roberts, Florence	Toronto.
Richardson, Gordon	Toronto.
Smith, Norma	Toronto.
Sellera, Nancy	Toronto.
Storks, Doreen	Toronto.
Shidlowsky, Abie	Toronto.
Thomson, Anabel	Toronto.
Tate, James	Toronto.
Willmott, Charles	Toronto.
Wraight, Lucy	Toronto.
Wicks, John	Toronto.

Number of Pupils in Attendance each Official Year since the Opening of the School

	Male	Female	Total
From October 27th, 1870, to September 30th, 1871.....	64	36	100
" " 1st, 1871, " 1872.....	97	52	149
" " 1872, " 1873.....	130	63	193
" " 1873, " 1874.....	145	76	221
" " 1874, " 1875.....	155	83	238
" " 1875, " 1876.....	160	96	256
" " 1876, " 1877.....	167	104	271
" " 1877, " 1878.....	166	111	277
" " 1878, " 1879.....	164	105	269
" " 1879, " 1880.....	162	119	281
" " 1880, " 1881.....	164	132	296
" " 1881, " 1882.....	165	138	303
" " 1882, " 1883.....	158	135	293
" " 1883, " 1884.....	156	130	286
" " 1884, " 1885.....	168	116	284
" " 1885, " 1886.....	161	112	273
" " 1886, " 1887.....	151	113	264
" " 1887, " 1888.....	156	109	265
" " 1888, " 1889.....	153	121	274
" " 1889, " 1890.....	159	132	291
" " 1890, " 1891.....	166	130	296
" " 1891, " 1892.....	158	127	285
" " 1892, " 1893.....	162	136	298
" " 1893, " 1894.....	158	137	295
" " 1894, " 1895.....	160	135	295
" " 1895, " 1896.....	173	137	310
" " 1896, " 1897.....	164	128	292
" " 1897, " 1898.....	167	138	305
" " 1898, " 1899.....	161	132	293
" " 1899, " 1900.....	153	130	283
" " 1900, " 1901.....	157	143	300
" " 1901, " 1902.....	147	141	288
" " 1902, " 1903.....	140	143	283
" " 1903, " 1904.....	137	134	271
" " 1904, " 1905.....	130	138	268
" " 1905, " 1906.....	116	143	259
" " 1906, " 1907.....	126	145	271
" " 1907, " 1908.....	133	143	276
" " 1908, to October 31st, 1909.....	130	151	281
" November 1st, 1909, " 1910.....	143	149	292
" " 1910, " 1911.....	138	143	281
" " 1911, " 1912.....	135	126	261
" " 1912, " 1913.....	139	129	268
" " 1913, " 1914.....	152	144	296
" " 1914, " 1915.....	156	160	316
" " 1915, " 1916.....	158	152	310
" " 1916, " 1917.....	145	148	293
" " 1917, " 1918.....	143	147	290

Cost per Pupil, School for the Deaf, Years ending October 31st, 1917 and 1918

Heading of Expenditure	1916-17			1917-18		
	Total expenditure year ending October 31st, 1917	Yearly cost per pupil October 31st, 1917	Weekly cost per pupil October 31st, 1917	Total expenditure year ending October 31st, 1918	Yearly cost per pupil October 31st, 1918	Weekly cost per pupil October 31st, 1918
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Medical department	328 02	1 32	0 03	238 41	93	02
Butchers' meat, etc	4,344 02	17 52	0 34	6,375 66	24 90	48
Flour, bread, etc	2,309 22	9 31	0 18	3,301 87	12 90	25
Butter and milk	4,777 10	19 26	0 37	5,366 61	20 96	40
General groceries	3,517 82	14 19	0 27	3,236 72	12 64	24
Fruits and vegetables	1,409 49	5 68	0 11	1,928 09	7 53	14
Bedding and clothing	690 31	2 78	0 05	644 85	2 52	05
Fuel	22,945 74	92 52	1 78	28,991 10	113 25	2 18
Light	1,073 20	4 33	0 08	.....	.....	.....
Laundry, etc	846 87	3 42	0 07	1,188 48	4 64	09
Books and apparatus	1,200 03	4 84	0 09	1,187 29	4 64	09
Printing, etc	755 12	3 05	0 06	766 57	2 99	06
Furniture, etc	386 15	1 56	0 03	595 57	2 33	04
Farm	2,096 21	8 45	0 16	2,100 00	8 20	16
Repairs, ordinary	789 40	3 18	0 06	968 38	3 78	07
Water	900 00	3 63	0 07	900 00	3 52	07
Sewage	70 30	0 28	0 01	209 29	82	02
Miscellaneous	1,128 42	4 55	0 09	867 62	3 40	06
Salaries and Wages	39,443 60	159 05	3 05	41,717 38	162 96	3 13

Average number of pupils, 1916-17, 248.
Annual cost per pupil, 1916-17, $358.92.
Weekly cost per pupil, 1916-17. $6.90.

Average number of pupils, 1917-18, 256.
Annual cost per pupil, $392.91.
Weekly cost per pupil, $7.55.

APPENDIX Y

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE SUPERINTENDENT

To the Honourable H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to transmit herewith the Forty-seventh Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1918.

I have the honour to be,
Sir,
Your obedient servant,

W. B. Race,
Superintendent.

The Attendance

In presenting the Forty-seventh Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended in June, 1918, as 102, and a decrease in the total registration for the school session commencing September 27th, 1918, from 106 to 98. The registration of pupils for the twelve months of the official year from October 31st, 1917, to October 31st, 1918, was 126, just one less than in the preceding official year.

An aroused public opinion, due to systematic efforts upon the part of physicians and nurses, has contributed in some measure to a decrease in blindness arising from ophthalmia neonatorum, or what is popularly known as "babies' sore eyes," and it is confidently expected that there will be a further diminution in this respect now that the recently established National Institute for the Blind in Toronto has taken in hand a further campaign of education in this direction.

It was found after an examination by our oculist, Dr. Bell, that two of our pupils had perfect sight in one eye and were therefore eligible for an education in the public schools. Their parents were communicated with to this effect and the pupils were returned to their homes to complete their education without the restraint imposed upon them by the limitations obtaining in a school for the blind. It would be unfair to train pupils with such good sight in our school, owing to the

difficulty of their acquiring the necessary sense of touch, as the temptation to use the eye is too great to be resisted. In fact pupils with very imperfect vision are frequently being corrected for the too prevalent habit of impairing this precious remnant of sight by using their eyes to help out when difficulties arise which the sense of touch does not easily and immediately solve.

Four other pupils were returned to their homes, two because they were mentally unfit, one owing to ill-health, and one because he was neither able nor willing to derive any benefit from further attendance.

New Members of Literary Staff

Owing to the resignation of Miss Kavanagh and Miss Radcliffe, both of whom were members of the Literary staff for several years, it was necessary to engage new teachers to take their places. The vacancies were filled by the appointment of Miss Emma Moffitt, of Orillia, and Miss Florence McGuire, of Owen Sound, both very highly recommended by the Inspectors in their own districts. I have pleasure in bearing testimony to their efficiency and resourcefulness in applying themselves to the new problem of teaching the blind.

In the Kindergarten class a new teacher has been secured to act as an assistant to Miss Middlemiss. The pupils in this class, owing to the variation in their ability and age, require more individual attention than they have been getting in past years, and this attention will be given by the appointment to that *most important department* in the school of Miss Annie Patterson, of Brantford.

Introduction of High School Work

In my report last year I stated that classes were being organized on the same basis as in the public schools, and that the public school course would be adhered to as far as was consistent with the limitations of our students. In pursuance of this plan the pupils were graded into classes, and each class was placed in charge of one teacher. It was suggested also that there was no valid reason why the senior students should not be given an opportunity to try the Entrance examination and if successful proceed to the more advanced studies of the High School course. You will be gratified to know that seven students succeeded in securing the necessary standing, and Entrance certificates were issued to them in accordance with the Regulations of the Department of Education.

For these students a High School class was opened in our school and the work is proceeding very satisfactorily. It was necessary to engage for this class an additional teacher in the person of Miss Margaret Summerby, of Massey. Miss Summerby is an under-graduate of Queen's University, and a graduate of the Faculty of Education, Kingston, and has entered upon her work with the requisite enthusiasm and interest which make for success.

New Supervisor

Mr. Pollock, the Boys' Supervisor, resigned in June to accept a position temporarily as instructor in swimming at the Y.M.C.A. in Winnipeg, and afterwards permanently at Galt. His place has been filled by Mr. Paul Greenwood, who takes the same interest in the boys' games as his predecessor and has special charge of their swimming class once a week in the Y.M.C.A. of this city.

Death of Mr. Wilson

It is with the utmost regret that I have to record the sudden death of our very efficient engineer, Mr. James Wilson, who for seventeen years was in the service of the school. Mr. Wilson was apparently in his usual health and spirits and had spent the evening previous to his attack at the game of bowling, his sole recreation, and one of which he was very fond. The following extract is taken from the Brantford *Expositor*:—

"Mr. Wilson had been chief engineer at the School for the Blind for seventeen years and during that time had seen many changes and great development in the size of the institution. He was a most efficient, trustworthy and faithful official and spared himself no pains to fulfil as well as possible the responsibilities of his position, which latterly increased very greatly with the growing extent of the buildings. He was also an enthusiastic member of the Dufferin Bowling Club, taking the keenest interest in all the affairs of the club and in all bowling events in the city, in which he was very well known. But the chief interest of the deceased was in his church, for which he counted any sacrifice of time and energy a pleasure if by so doing he could advance its interests. He had been for many years a member of the board of management and for a number of years he had been a member of the session, where his services were of that steady, unselfish, faithful nature, which characterized all his life work. Whatever he did he did it with his whole heart and in every circle in which he moved he will be sorely missed. The Sons of Scotland had charge of the funeral at the grave."

Mr. Wilson was succeeded by Mr. Harry Bond, under the title of Mechanical Superintendent.

New Pupils at the Opening of the Session, September 25th, 1918

Name.	Residence.
French, Clayton	Anglia, Sask.
Giroux, Albert	North Bay.
Helliwell, June	Toronto.
Johnson, Gertrude	Winnipeg, Man. (re-admitted.)
Joyce, Patricia	Strathcona Alta.
Kelly, Livingstone	Fenelon Falls.
McLaren, Fred.	Merrickville.
MacDonald, Christena.	Dunvegan.
McIvor, Donald	Goderich.
Martin, Joseph	Winnipeg, Man.
Miller, Donald	Dunnville.
O'Neill, Mary	Ottawa (re-admitted).
Patrick, George	London.
Petrie, Aloysius	Hamilton.
Troughton, Robert	Fergus.
Vance, D. Earl	Galt.
Wagner, Rose	Toronto (re-admitted).

Pupils Admitted During October, 1918

Name.	Residence.
Niece, Robert	Lowbanks.
Kaufman, Blanche	Chatham (re-admitted).

Pupils Registered, Session 1917-18

Name.	Residence.
Anthony, Gordon	Brampton.
Bell, Stewart	Paisley.
Bellew, Clarence	Winter, Sask.
Bettridge, Edward	Brampton.
Burgess, Lloyd	Princeton.
Campbell, Charles	Toronto.
Carlson, Arthur	Victoria Harbor.
Carscallen, Archie	Tamworth.
Chapman, Oswald	Rosseau.
Clarke, James	Toronto.
Clissold, Fred.	Mimico.
Conway, Ernest	Hough Lake.
Culver, John	Todmorden.
Dobbin, Bert.	Toronto.
Duncan, Terence	Toronto.
Fenton, Mills	Allenford.
Fonger, Stanley	Bruce, Alta.
Garlick, Walter	Ottawa.

Pupils Registered, Session 1917–18.—Con.

Name.	Residence.
Gash, James	Fernie, B.C.
Gomm, William	Toronto.
Grausdin, John	Lettonia, Man.
Green, J. Fred.	Chesley.
Green, Harold	Winnipeg, Man.
Green, George E.	Toronto.
Hackett, John	Toronto.
Hambourg, Myer	Toronto.
Hartfield, Adolf	Lang, Sask.
Hill, Archie	North Bay.
Hill, Norman	St. Thomas.
Hutchinson, Fernie	Fernie, B.C.
Joyce, Judson	Ottawa.
Keller, Nicolay	Hyas, Sask.
Kennedy, Edward	Ottawa.
Konopski, Albin.	Valley River, Man.
Kozlowski, Jos.	Winnipeg, Man.
Lott, Ernest	Brussels.
Lowe, Walter	Hamilton.
McDonald, James	Clover Bar, Alta.
McLennan, John	Toronto.
Macalister, Donald	Macalister, B.C.
Macbeth, Stanley	Toronto.
Marcotte, Cleophose	Mattawa.
Metcalfe, William	Toronto.
Mills, Fred. J.	Moosomin, Alta.
Miscampbell, Lester	Angus.
Murray, Ancile	Goderich.
Ormston, Ralph	St. Catharines.
Oster, Clarence	St. Catharines.
Parfitt, Allan	Toronto.
Philpott, John A.	Brockville.
Powell, James	Toronto.
Rigg, William	Mount Dennis.
Robb, John	Toronto.
Robinson, Charles	Barrie.
Salter, Melville	Oshawa.
Steele, Fred.	Perth.
Stoddart, Ernest	Copper Cliff.
Sydor, Mike	Winnipeg, Man.
Towner, John	Toronto.
Tomlinson, Roy	Saskatoon, Sask.
Vance, Frank	Saskatoon, Sask.
Vincent, Cecil	Crookston.
Webb, Harold	Allandale.
Wilkinson, Charles	Kingston.
Young, Kenneth	Binbrook.
Bews, Anna	Bridgeburg.
Bezaire, Alma	Auld.
Bezaire, Lea	Auld.
Bickerton, Gladys	Navan.
Brennan, Alice	Bothwell.
Broad, Olive	Sunderland.
Brown, Gladys	Brantford.
Brunsden, Alma	Brantford.
Catling, Nellie	Goderich.
Clark, Jessie	North Bay.
Clarke, Lillian	Mount Dennis.
Clarke, Marguerite	Toronto.
Crawley, Daisy	Toronto.
Dalton, Mary	Hamilton.
Davison, Winifred	Meaford.
Dawson, Christena	Toronto.
Dickson, Julia	Toronto.
Fitzpatrick, Alta	Wheatley.
Gascoigne, Marjorie	Hamilton.
Gill, Grace	Toronto.
Grills, Iva	Cane.
Hardwick, Lillian	Toronto.
Hilton, Lydia	Belleville.
Hyndman, Elsie	Norwich.
Ingram, Beth	Pembroke.
Lammie, Amy	Hensall.
Lammie, Greta	Hensall.
MacGillivray, Agnes	Listowel.
Miller, Susan	Gravenhurst.
Mishnishcodare, E.	Little Current.
Philpott, Emily	Brockville.
Regimbal, May	St. Boniface, Man.
Sells, Kathryn	London.
Smith, Effie	Brantford.
Stephenson, Muriel	Collingwood.
Slay, Gladys	Sarnia.
Squair, Ethel	Williamstown.
Welsh, Verna	Baldur, Man.
Webster, Helen	Wallaceburg.
Waswanapy, Mary	Ottawa.
West, Bessie	Brampton.
Wiggins, Clarice	Stratton.
Wright, Elsie	St. Catharines.
Thompson, Teresa	Hamilton.

Visits to Schools in the East

In May I paid a visit to several schools in the United States to study conditions there and compare them with our own school, with a view to introducing improvements where advisable. The four schools visited were in Batavia, New York, Philadelphia and Pittsburg. My reception in these schools was all that could be desired, and I shall always remember with gratitude the courtesy and hospitality of the several superintendents who considered no sacrifice of time too great to put me in touch with their programme of studies and general administration of their schools.

The Batavia School most closely resembles the school in Brantford, both in its general situation and in the construction of its main building. This resemblance was more striking before the construction of our dormitories, as Batavia still houses the greater number of its pupils in the school building. The most attractive feature

in connection with the Batavia School is the complete isolation of the Kindergarten department from the rest of the school. The building for this purpose is situated some distance away, and is a marvel of completeness in its interior arrangements for the instruction of the children, their sleeping apartments and their dining-room. An attractive, well-equipped play-ground is adjacent to the building. This same feature of a separate Kindergarten building was observed also in Philadelphia and Pittsburg, and it serves an excellent purpose in keeping the little ones far removed from the influence of the older pupils at a time when their childish minds are in an impressionable state. The home-like surroundings and gentle influences of the separate Kindergarten make the introduction to school life pleasant and cheerful, and many timid children leaving home for the first time fall into the routine of their pleasant school life readily and without that reluctance and timidity which intercourse with older pupils creates.

The well cared for grounds around the Batavia School reminded me of Queen's Park, Toronto, and they formed a striking contrast to the grounds in connection with our school, the chief beauty of which lies in their rusticity and their resemblance to a natural forest.

The New York School is situated in the heart of New York City, close to the great Pennsylvania station, and is within easy sound of the elevated railway and surface traffic of the city. The building is old, but in many respects surprisingly convenient and adapted for the work for which it was established many years ago. Mr. Waite, for many years principal of this school, was the founder of the New York Point system of dot letters, now yielding after many years of controversy to the newly devised Braille system, and the very place seems hallowed with the traditions of his splendid influence. The present principal, Mr. VanCleve, has worn with becoming dignity and merit the mantle descending from the shoulders of that great educator.

The students of this school usually leave for their homes Friday evening, returning Monday morning, thus relieving the teachers and supervisors of the responsibility of providing for their activities during the intervening time. I found the classes more advanced in their studies than in any other school, and was quite impressed with the facility of many of the pupils in reading Latin and French. Excellent work was done in mental arithmetic by several of the classes, the pupils reciting together with much precision and accuracy.

Mr. VanCleve showed me with some pride a plan of a new school for the blind to be erected in the suburbs of New York in the near future, a building, or group of buildings rather, which will be a model of perfection to the minutest detail. Under the very able supervision and management of Mr. VanCleve this new institution will undoubtedly rank with the first in the world.

The next visit was to Overbrook, a suburb of Philadelphia, where I spent a few very pleasant days enjoying the many admirable features of this imposing group of buildings. The school was planned and built by Mr. Allen, now the head of the cottage system at Perkins Institute, Boston, and is a monument to his ingenuity and experience. The same excellent Kindergarten system prevails as at Batavia and the general tone of the whole institution was at once refreshing and stimulating. The most attractive feature, in my opinion, is the two large cloisters through which all pupils must pass in going from their class-rooms to their dining-rooms or dormitories. The promenades are very spacious and form an excellent opportunity for that out-door exercise of which blind pupils are in such need. The court yards

enclosed by these cloisters are filled with vegetation of different species, and the floral effect is pleasant in the extreme. The beautifully equipped assembly hall on the main floor, the attractive design and appearance of the main corridors, the tastily furnished reading-rooms, and the neat, well-ordered class-rooms and dining-rooms, impressed one with a sense that buildings designed long years ago were lamentably lacking in many of the conveniences which contribute to the comfort, welfare and education of blind students.

At Pittsburg I was privileged to spend a few days at one of the best managed schools in the United States, a school whose superintendent has devoted many years to provide an educational outlook for every ambition arising in the hearts of the blind. The Pittsburg School for the Blind is situated in the centre of the city in close proximity to the High School and University buildings, and presents an appearance of architectural beauty and completeness.

In company with the superintendent, Mr. McAloney, I visited the workshops for the blind and found much that was interesting in view of the impending establishment of a similar institution in Toronto. Here as well as in Philadelphia the workshops furnished employment for adults and paid them a living wage. In the latter place about 150 men earned a weekly minimum wage of $9.00 per week, out of which they paid $3.00 for board and lodging in a large furnished home adjacent to the workshops. Opinions differed as to the relative advantages or disadvantages of thus housing the workmen, as I found when on a visit later in the year to a large workshop for the blind at St. Louis. The superintendent here maintained that it was preferable that the men who were associated together during the day's work should disperse in different directions in the evening and thus take their place in the world of seeing people at least part of the time. In Pittsburg I was interested in watching women employed in the new occupation of wrapping armature coils, a very simple operation, at which they become very skillful.

A Visit from the Premier

The pupils of the school were unusually favoured at their closing concert, held Thursday, June 13th. Sir William Hearst, Premier of the Province of Ontario, accompanied by Lady Hearst, accepted an invitation to visit the school and deliver a short address. The Assembly Hall was very tastily decorated and the presence of many of the representatives of the National Council of Women, then attending a convention in the City of Brantford, gave an added pleasure and interest to the proceedings. Sir William in his address spoke of the great interest he had taken in the problems of the blind since assuming the premiership, and assured the students that he would always do so. He was keenly interested in the splendid programme presented by the pupils, and took the opportunity also of addressing a few words of appreciation to the members of the Council of Women for the important part taken by them in all matters of public interest, and particularly for the self-sacrificing spirit manifested by them in their war activities.

The ladies were very much impressed with the work of the pupils, and Mrs. Torrington, President of the Council, in a very touching vote of thanks, expressed the pleasure that she and the other ladies had taken in the evening's performance.

It was very gratifying to have in our concert room such a representative gathering of ladies from all parts of the Dominion. It enabled them for the first time to form some conception of the great problem of educating the blind, and to carry with them to their respective homes the assurance that advantages were being

offered in the Brantford school not generally known and appreciated throughout the Province.

At the request of the Principal, Miss Winifred Davison recited her original poem, "The Isle of Prayer," which is here appended. This poem was read the following day at the opening of the proceedings at the Convention of the National Council of Women, and made a deep impression on the delegates.

The Isle of Prayer

Do you ever feel discouraged with the story of your past?
Have you tried to do your duty, tried and tried and failed at last?
Does your life seem vain and useless, crushed and desolate your heart?
Would you give earth's dearest treasure just to get another start?
Then I know a little island that is just the place for you,
Where your soul may find refreshment, and your life begin anew;
I have often found fresh courage in its purifying air,—
'Tis the place where God meets mortals, 'tis the sacred isle of prayer.

There the sunbeams of forgiveness soon dispel the clouds of gloom,
From our tears of deep repentance flowers of hope begin to bloom;
From the crystal streams of mercy rising, washed and purified,
We begin our lives all over, with a loving Friend to guide.
Let us often seek the pleasure of this happy little isle,
And forget our cares and worries in the sunshine of God's smile;
He has given us many blessings, but no privilege so rare
As a full and free admission to this golden isle of prayer.

—Winifred Davison, *Pupil of the Ontario School for the Blind, Brantford.*

It is interesting to recall the fact that in the report of the Institution for the year 1892, reference is made to the presence during the year of the then Premier of the Province, Sir Oliver Mowat.

The following account of the June concert is taken from the Brantford *Expositor*:—

Blind Pupils give Programme of Excellence

The annual closing concert given on Thursday night by the students of the Ontario School for the Blind was as interesting in its audience as in its arranged programme. Not only did the visiting delegates to the National Council of Women avail themselves of Principal W. B. Race's invitation, but the Premier, Sir. Wm. Hearst, accompanied by Lady Hearst, came to Brantford purposely to be present. The boys and girls had the keen pleasure of performing for an assembly members of which had never heard them before, and for an assembly which would carry the story of the evening's impression east and west across the Dominion. Although the selections were numerous, their splendid variety and excellence, and the avoiding of any delay, made the evening a succession of rare delights.

Principal W. B. Race, in a short address, extended greetings to the distinguished visitors and welcomed back old pupils of the Institute. "The care of the blind is a work that must appeal to all womankind," said Mr. Race, "but particularly to this Council of foremost Canadian women." Mr. Race remarked that while it was a happy coincidence that the ladies were present, Sir William and Lady Hearst had come to Brantford just to see his pupils.

Premier Hearst spoke of it as an unexpected honour to address such a gathering. The Ontario Government, he said, needed the advice, consideration and co-operation of these women. "We are proud of the work of the women of Canada, but there is much yet they can do, sacrifice more, give more, become more earnest to help on to victory.

"It is the ceaseless thought of the Government, and my ceaseless thought," said Sir William to the students, "to see how best we can lead you to be useful in life, and happy yourselves. We are determined that all the teachers and all the equipment shall be the best obtainable; as Kipling says, ''Tis the team' work of the everlasting whole.'

"Whatever faculties, whatever abilities God has bestowed on us," he said, "whether many or few, it is our duty to do our best to develop. We must build up a country worthy of the blood that is being shed, and we must make for the Ontario School for the Blind a name throughout not only Canada, but the whole continent, no matter how great the difficulties to be overcome."

To read the programme and to know that every number fulfilled its promise fails entirely to give the almost heart-breaking impression left by seeing the stage grouped with the boys and girls who never turned to even glance down into the audience, to watch little Gladys Brown, aged six, and the other tots go through a Swedish folk dance, to hear wee Kenneth Young recite "Jus' a Boy," to hear the little girls sing, and to marvel at the skill and ability of the pianists, violinists and the boy at the organ, and to admire the tender care the instructors showed for their charges.

Then, just before the end, Mr. Race introduced Miss Winifred Davison, of Meaford, who recited her own composition, "The Isle of Prayer," a poem of musical softness and with a beautiful theme. Miss Davison, Mr. Race said, possessed a real talent, and the poem she gave proved that he was right.

Mrs. Torrington, president of the National Council, very briefly expressed the gratitude of the ladies for the evening's pleasure.

The programme was:

Toy Symphony—Piano, Muriel Stephenson; dulcimer, Willie Metcalfe; violin, Kathryn Sells, Greta Lammie; drums, Susan Miller; trumpets, Harold Webb, Harold Green; triangles, Donald Macalister, John Grausdin; cuckoo, Lillian Clark, Jas. Gash; quails, Christina Dawson, John Philpott; nightingales, Emily Philpott, Fred. Green, Ernest Conway.

Vocal Duet—"The Flower Gatherers" (Glover), Gladys Slay, Gladys Bickerton.

Piano Solo—"Military March," (Schubert-Taustig), Kathryn Sells.

Swedish Folk Dance—Gladys Brown, Grace Gill, Emily Philpott, Marguerite Clarke. John Philpott, Jack Hackett, Ernest Conway, Edward Bettridge.

Vocal Solo—(*a*) "The Garden of the Past (Trotere), (Violin obligato), Greta Lammie; (*b*) "Soldier of My Heart" (Oliver), Gladys Slay.

Piano Solo—"Spinning Song" (Lucas), Susan Miller.

Violin Trio—"The Dolls' Dance" (Poldini), Greta Lammie, Kathryn Sells, Susan Miller.

Piano Solo—"Marche Hongroise" (Kowalski), Muriel Stephenson.

Vocal Solo—"The Heaven of Your Love" (Millbank), Gladys Bickerton.

Reading—"The Naughty Doll" (Eugene Field), Marguerite Clarke.

Organ—"Postlude" (C. Vincent), Willie Metcalfe.

Piano Duo—"Valse Carnavalesque" (Chaminade), Willie Metcalfe, Gordon Anthony.

Part Song—"What Shall I Bring Thee, Dearest" (Mendelssohn), Girls' Choral Class.

Violin Solo—"Allegro Brilliant" (Ten Have), Greta Lammie.

Reading—"Jus' a Boy" (M. Sangster), Kenneth Young.

Piano Solo—"Waltz, Op. 42" (Chopin), Alma Brunsden.

Vocal Duet—"Over the Crystal Waters" (H. J. Noble), Helen Webster, Kathryn Sells.

Reading—"Preparing to Receive Company" (J. M. Barrie), Ethel Squair.

Motion Part Song—"The Flower Song," Girls' Choral Class.

Overture, Piano—"Tancredi" (Rossini), Kathryn Sells, Greta Lammie, Susan Miller, Muriel Stephenson.

"God Save the King."

Employment for the Students

Last year I reported the employment of two of our young men as piano tuners with the Doherty Co. of Clinton. Excellent reports have come to me of the work they are doing.

The boys have become thoroughly impressed with a sense of their responsibility in making good, so that other pupils from the school may not suffer through inefficiency on their part. Since then three others have obtained lucrative positions in piano factories in Toronto, and one in Montreal. Letters of enquiry have come from different quarters asking for piano tuners, and frequent reference is made to the good work of the boys who are trained in our school.

In explanation of this it may be mentioned that pupils will not be given an outfit until in the opinion of their instructor they are well qualified, nor will they receive a recommendation from the school.

There seemed to be no reason why the girls should not have an equal chance to make a livelihood in finding a useful scope for their capabilities. An appeal to the Patterson Biscuit Co., of Brantford, secured a trial for two of our older pupils in the candy department, where they became skilful enough at wrapping candies in paper packages to make them self-sustaining. A sympathetic attitude on the part of their employer did much to help the girls in the early days of their new work in strange surroundings, and the employees vied with one another in helping them to become expert. An ex-pupil, hearing of their success, wrote for a word of assistance in securing like employment in Toronto. A recommendation from the manager of the Brantford factory had the desired effect of securing a position for the young lady in question, who has written in terms of grateful appreciation for the new avenue in life opened up to her. It is difficult for seeing persons to realize to the fullest extent the blessing of honest labour. The sense of dependence upon others for a livelihood is most depressing to the spirits, and it is not to be wondered at that the blind so frequently chafe at their helplessness, not so much in their inability to do work as in their inability to get work. There is to-day a joy in the hearts of these girls and a sunshine in their lives hitherto unknown, because by their own efforts they are enabled to procure the very things that most people disdain as commonplace.

Miss Winifred Davison secured a position as stenographer to the new director of the Canadian National Institute for the Blind, and several others have found places as telephone operators, field agents, and instructors throughout the Province.

Addresses and Entertainments

The Tuesday evening concerts were held as usual throughout the year and occasionally an interesting address was given by an outsider upon some topic of interest. So thoroughly were they appreciated that the practice will be continued.

The Masonic Choir of Brantford, consisting of forty voices under the very efficient leadership of Mr. Schofield, contributed to the enjoyment of the pupils one of the most delightful musical programmes it had ever been their privilege to hear. The members of this choir were amply repaid for their efforts by the appreciative hearing and enthusiastic reception given them by the numerous music lovers in our school.

On another occasion a Brantford male quartette visited the school and charmed our pupils with the melody of their songs for nearly two hours. It was difficult to estimate which enjoyed the evening the more, the entertainers or the entertained, for the pupils were so pleased with what they heard and their expression of it was so demonstrative that the quartette realized better than ever before the important part that music plays in the education and enjoyment of the blind.

Later in the year a full programme which had been given in the Opera House a week previously was reproduced in the Assembly Hall, by a Company under the auspices of the Massey-Harris Co., which had been formed to raise money for the employees' fund.

The readiness of these various musical organizations to share of their gifts with the blind is deeply appreciated by everybody in connection with the school.

The following account of the Christmas concert is taken from the Brantford *Expositor*:—

There is one entertainment given regularly in the city that never loses its charm, in itself it has a pathetic charm, and it is always of a degree of merit. It is the Christmas concert at the School for the Blind. At this year's event last night a well filled hall enjoyed a programme of interesting pieces by the little people and genuinely good musical selections from the senior students. Miss Kilmaster, the talented musical directress, whose appointment was made in September, was creditably reflected in her pupils.

Principal Race welcomed the visitors to the school. He spoke of the changes in the faculty this year and the work being done by each new teacher. With just pride Mr. Race told about the success being attained by pupils from the school who this year had begun their life in the seeing world. He extended a sincere season's message to his students, who leave for their homes to-day.

Mr. Race mentioned the fact that last September he had introduced high school work into the school. He had sought for the best talent he could find for this work, and he had secured the appointment of a young girl, Miss Summerby, whose career through school and university had been phenomenally brilliant.

The programme throughout was well chosen, entertaining and of real merit. The audience was as interested in watching the movements of the youthful participants as in hearing their numbers. The boys and girls moved across the stage with a great deal of confidence. Mr. Race explained that he had encouraged them to move about alone as much as possible.

The programme opened with a difficult piano solo, played with a well-trained touch, by Miss Gladys Bickerton. Her selection was Tchaikovsky's "Barcarole." Following this the choral class introduced the Christmas spirit by a Christmas carol, "See, Amid the Winter's Snow." Three times the choral class sang together, each time doing their part singing with distinct excellence. The youthful voices were well blended and their notes were rounded out under careful training. Toward the end of the programme the girls alone sang Gounod's "Come, Sing to Me," and they gave the beautiful song in a chorus of sweet, harmonious voices.

A tiny tot, Grace Gill, charmed everyone with a Christmas recitation, "Somebody's Picture." The training in elocution was given throughout by Miss McGuire.

One of the sweetest numbers on the programme was a piano trio, played by a little brother and sister, Emily and John Philpott, and their companion, Jack Hackett. With delicate touch and some precision they gave Czerny's "The Chase." Miss Gladys Slay's solo, "My Lovely Celia," was very soft and pretty.

After this Mr. Race led out little Clayton French, aged 10 years, who, he said, had just come to the school from Saskatchewan. Clayton recited so that everyone heard every word with ease.

Miss Mary O'Neill played, with a considerable display of technique, "Polichinelle," by Rachmaninoff. The evidences of her training were apparent.

Schumann's "Papillons" was played with an artiste's touch and musical instinct by Miss Susan Miller, a very gracious young girl about 17. She played the long and beautiful piece, of course, entirely from memory.

The boys, Gordon Anthony, Melville Salter, William Metcalfe and Walter Garlick, repeated their harmonious quartette, "Sweet and Low," sung for Dr. Cody.

Two other little people, a little girl, Grace Gill, and a wee lad, Ernest Conway, both recited long pieces, too, showing what good memories they had. Ernest responded to an encore with a short poem composed by himself.

Solos, one on the piano and one on the pipe organ, were given by William Metcalfe and Roy Tomlinson. Master Metcalfe's selection, "Rustle of Spring," was played with perfection of fingering, time and effect. Roy Tomlinson is one of the Institution's most gifted student musicians and he displayed his skill in Smart's "Andante in G." Roy also played Moskowski's "Valse in E" on the piano, with a subdued touch and gliding rhythm, ending with a masterful climax.

A part of the programme of a different note was provided by Miss Blanche Kaufman, who recited in good Negro dialect, "The Party." Everybody enjoyed it. Her selection was another good memory test.

Miss Greta Lammie contributed very materially to the evening's pleasure by her violin solo, "Il Trovatore." She played with confidence, but her touch was light and graceful. Her selection was a happy one, and through the shades of inflexion she really was wonderful. Her teacher, Miss Jones, accompanied her. Miss Kathryn Sells followed Miss Lammie, playing on the piano Chopin's "Ballade in A flat," with a sweet finish.

Last, but not least, the choral class sang as a finale "Marseillaise," "Rule Britannia," and "God Save the King."

Social Evenings

The members of the Boys' Club which was organized last year for the purpose of creating a better spirit among the pupils and of discountenancing certain practices, which tended to lower the general tone of the school, have enjoyed to the full the club room fitted up for them. Many pleasant hours are spent there in games of various kinds, such as cards, dominoes, checkers, crokinole, and bagatelle. The playing cards are so marked in the corners that the card can be distinguished easily and quickly by the feel. The dominoes have the spots raised instead of in cells, and the checkers have pegs to hold them securely in their places, the distinction consisting of rough and smooth surfaces. An At Home was held during the winter to which Collegiate students from the city were invited. A programme was given in the Assembly Hall in which the visitors took part, after which the time was spent in the club room in amusements of various kinds. A luncheon was served by the lady teachers and the boys sang before dispersing many of the favourite college and popular songs.

The girls too entertained a number of their friends from the Collegiate and a similar evening of enjoyment was spent.

A sitting room furnished with curtains, rug and tables, has been fitted up for their use. This room presents an attractive, home-like and inviting appearance, the girls taking turns in keeping it in order.

Influenza Epidemic

When the epidemic generally known as Spanish influenza, or "flu," swept over Canada after raging with serious results in the United States, Brantford was not spared, and according to published reports suffered more fatalities per population than any other city in the Dominion. It is a matter for congratulation that although many of our pupils and teachers were stricken down and confined to the hospital, no deaths occurred. It is a high tribute to the excellent work done by our trained nurse, Miss Wright, and the school physician, that no very serious cases developed. Altogether sixty pupils, seven teachers and four maids were in the hospital, of whom over thirty were confined to bed at one time, and the strength of our nurse and assistants was taxed to the utmost. Everything was made subservient to the care of the sick and it is with pleasure that I bear testimony to the splendid spirit of helpfulness shown by all the officials of the school in combatting a scourge which played such havoc among the citizens of Brantford.

It is interesting to note by a reference to the report published in 1890, that a somewhat similar condition existed during the LaGrippe epidemic which raged at that time. Larger numbers were cared for by special trained nurses, and several of the officers were reported to be very seriously ill. The fitting up of our hospital with such excellent facilities for caring for the sick has been more than justified by the splendid fortification it provided against the prevailing malady.

Introduction of Braille

The final step in securing a uniform system of point reading was taken at the Colorado Springs Convention in June, when a resolution was unanimously passed confirming the action of the Workers for the Blind at Portland in June, 1917, in adopting the new Braille, grade 1½, in the place of the New York Point.

The importance of this can only be estimated by realizing that at present one-half the schools in the United States are using what is known as American Braille

and the other half the New York Point. The School for the Blind in Halifax has always used the British Braille, and the school in Brantford the New York Point. The new Braille more closely resembles the British Braille than any other, differing chiefly in the limited number of contractions and in the capital and italic signs. The change from one system to the other will result in the discarding of thousands of books now filling the shelves of all the libraries for the blind in America, and gradually replacing them as rapidly as they are printed with books in the new type. The publishing houses for the blind will only print henceforth such text in the old type to keep the schools supplied during the gradual transition to the new system. The junior classes in all schools have introduced the new type this autumn and will carry the classes forward until the old system has been completely run out.

Anticipating a move of this kind as a result of the Convention's deliberations, I purchased about twenty copies of "The Deserter," by Richard Harding Davis, printed in the Braille, Grade 1½, and gave the senior pupils three lessons of one half hour per week last spring, with the result that the majority of the pupils learned to read very readily and a few of them with the same facility and precision as with the New York Point. The system is by no means difficult, and to a person familiar with the one, the task is a very simple one of learning the other within a few months.

Our school will suffer the same inconvenience as others on account of the inability of the publishers to supply the immediate demand for Primary text-books, and the embargo on text-books printed in the old system make it very awkward to keep our classes properly supplied. However, the ingenuity and resourcefulness of our teachers accomplish wonders, and the advance made in all branches of the school work is quite satisfactory under the circumstances.

On Hearing of the Signing of the Armistice

When the city bells and whistles proclaimed at three o'clock in the morning of November 11th the joyful news that the terms of the armistice had been accepted by the Germans, our pupils, who had retired with one ear on the alert for the expected signal, rose and gave themselves up to the same unrestrained jubilation that was in evidence all over Canada. Darkness was the same as light to them, and with the feeling that the exceptional circumstances would justify any breach of the rules regarding boundary lines, they went down town in a body, old and young, boys and girls, in different directions, and contributed in their own way to the din that was heard in all parts of the city.

Returning to their breakfast at seven o'clock they serenaded the superintendent in his residence with the song, "Here We Are Again," their voices being much the worse for wear and suggesting the croaking of frogs after a night of unusual activity. At the opening services in the Assembly Hall the pupils sang with more than usual fervour, to the beautiful accompaniment of the pipe organ, the National Anthem, and "God Save Our Splendid Men," after which the pathos of "Peace, Perfect Peace," sung with much feeling, had the effect of subduing their spirits and making them realize in the fullest measure the import of the good news. All felt as if a dark cloud, which had been hovering ominously overhead for some time, had suddenly been lifted and the beautiful sunlight of peace was again spreading its sweet message of joy and beauty to their souls. Many wept as they thought of fathers and brothers who would never return, and others rejoiced in the assurance that with the return of their loved ones from overseas, the anxiety which had been

lurking in their hearts would be removed, and life would resume its course as in the old far-off days before the German war lords thrust their swords into the heart of civilization.

Britain's part in the great struggle was referred to by the principal, and the proper tribute was paid to the heroic sacrifices of our own Canadians. A holiday was declared, and the pupils dispersed to give themselves up again to the celebration which was in preparation throughout the city.

Concerts at Outside Points

The members of the Girls' Club with an enterprise and an interest creditable to their sympathies, prepared a very interesting programme to obtain funds for the relief of the sufferers in the Halifax explosion. The numbers were prepared by their own members, the tickets were sold by their own efforts, the expenses were paid out of the proceeds of the concert which was given in the Conservatory of Music down town, kindly loaned them for the occasion by their teacher, Mr. Andrews, and over fifty dollars was forwarded to Sir Frederick Fraser, Superintendent of the Halifax School for the Blind, to be applied to the relief of the blinded children as he saw fit. This sum was suitably and gracefully acknowledged by Sir Frederick, and the pupils appreciated highly the expressions of reciprocal esteem conveyed to them in his letter.

The following is an account taken from the Sarnia *Observer* of a concert given in that city by three pupils of the school:—

The City Hall was crowded Thursday evening with Sarnia musical people to hear the three young ladies from the Ontario School for the Blind. Mr. F. F. Pardee, M.P., occupied the chair. Seated with him on the platform was the conductor of the Brantford Conservatory of Music, Mr. Norman Andrews, who at the close of the programme thanked the people for their attendance and hearty reception given the young artists on this occasion, this being their first concert given outside the school. He also spoke very highly of the young ladies in the school and their accomplishments.

Miss Gladys Slay, soprano soloist, is a Sarnia young lady possessing a wonderful voice with great sweetness and range—her articulation and enunciation were perfect. She responded to encores again and again. Her many friends in Sarnia were delighted at this, her first appearance. Miss Slay contributed a reading to the delight of all.

Miss Greta Lammie, violinist and reader, showed wonderful talent for one so young. Her playing made hosts of friends for her in Sarnia.

Miss Kathryn Sells, pianist and accompanist, is a marvel to all musical people who heard her play all the difficult piano solos and accompaniments from memory, perfectly, without a single mistake.

Sarnia people have seldom heard a pianist as good as Miss Sells.

These young ladies should be secured for a concert in the fall or winter, so as to give everyone an opportunity of another musical treat.

Arrangements have been made by A. W. Mills to have these three young ladies take part in the service at the Central Baptist Church Sunday evening next.

The church will be crowded on this occasion, so friends are advised to go early so as to make sure of a good seat.

The concert was given under the auspices of Miss Gladys Slay.

The pupils on another occasion were taken by the Musical Director to give a concert in the City of Galt, of which the newspaper in that city spoke in terms of highest praise.

Appeal made to Inspectors of Schools

During the month of March the following circular was sent to all the school inspectors of the Province of Ontario in an endeavour to enlist the co-operation of

men, interested in education generally, towards seeing that the youthful blind of the Province should hear about and take advantage of the privileges offered them in the Ontario School for the Blind. From many of these inspectors responses were received, with the result that pupils now are in attendance who might otherwise have been unaware of the existence of a school for their education and training.

To .....,
Inspector of Public Schools.

Dear Sir:

Will you be good enough to assist me in getting in touch with the youthful blind of our Province by sending me the names and addresses of any blind young people within your inspectorate? I realize that in asking you to do this I am putting you to some inconvenience and trouble, but I am presuming upon your sympathetic interest as an educationalist to help me to reach those unfortunate afflicted ones who are being denied the advantages of an education through a lack of knowledge of our educational institution.

The Ontario School for the Blind located in Brantford and maintained by the Government of Ontario free of charge for board and tuition, is a school for the education of children and youths of both sexes under the age of twenty-one. It is not a hospital, nor an asylum, nor a home, but a *school*, where children who cannot see well enough to attend the public schools are given an English education, including music, and are taught to do such useful work as the blind are capable of doing. Such educational training must promote the comfort, happiness and independence of those who are deprived of the blessing of sight.

Your co-operation in this desirable work will be much appreciated.

Yours fraternally,
W. B. Race,
Superintendent.

Dental Inspection and Care of Teeth

Among the many features of interest noted during my visit last spring to American Schools for the Blind, was the care and attention given to the pupils' teeth.

It was claimed that the general health was greatly improved by this systematic care, as many of the ailments, such as indigestion, were really the result of improperly cared for teeth. Last year our school physician advised many of our pupils to have their teeth attended to during the summer vacation, but whether through indifference or inability, very little was done.

An appropriation was asked for and granted for this purpose, and the pupils are already receiving the necessary attention to their teeth as rapidly as possible without interrupting the work of the classes.

Affiliation with Toronto University in Music

There has been a desire for some time among the pupils and ex-pupils of the school that they be permitted to write upon the same examinations in music as seeing students, and in response to this desire arrangements have been made for them to take the same course as outlined in the University Calendar, substituting for sight reading improvization in accordance with a suggestion from Dr. Ham. The change will give them confidence in their standing and pride in the diploma that they receive, and remove for all time the hint frequently made that their diploma was given as a matter of course, and did not represent a degree of attainment which its possession signified.

Improvement in Appearance

Following my recommendation last year that assistance should be given in the matter of the removal of eyes which were unsightly to look upon and a real menace to the health of the pupil, I have pleasure in reporting a marked improvement in the appearance of those who underwent the necessary operation. Parents naturally hesitate about giving their consent to what is really a very simple operation, and some cling to the hope that there is still a possibility of a partial restoration to sight. Under no circumstances whatever would I permit the removal of an eye where the remotest chance remained of ever regaining the faintest degree of sight. The possession of this precious gleam far outweighs the desirability of removing an eye, no matter how repulsive.

Pupils' Clothing

Last July the following circular letter was sent to the parents of pupils, both former and prospective, with regard to clothing. This was found necessary owing to the delay often experienced in obtaining much needed articles of clothing, after the attention of parents is called to the fact. We have many visitors from all parts of the Dominion, and if parents only realized how shabby their children sometimes appear because of their failure to supply them with suitable clothing, they would take a little more interest in seeing that their needs were supplied promptly.

Letters are received regularly asking upon what terms pupils are admitted, what the annual fee is, and how much is charged for board. The answer sent is always to the effect that board and tuition are free to *bona fide* residents of the Province of Ontario, but it is insisted that sufficient and suitable clothing should be provided, and travelling expenses paid to and from the school.

To the Parents of the Pupils Attending the Ontario School for the Blind

The term will reopen Wednesday, September 25th, and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the School without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September to June with only one suit of clothes and one pair of boots. The enclosed list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be plainly marked so that there will be no danger of loss in the laundry.

Pupils should also have a small sum of money on deposit in the Office to pay for having shoes repaired, glasses mended, and other incidental expenses which arise unexpectedly from time to time and must be met without delay.

W. B. Race,
Superintendent.

Girl's List

All articles to be marked with name, and all articles to be in good condition.

4 Middies.
2 Skirts, dark and of good quality.
1 Sunday dress.
3 Undervests.
3 Vests.
3 Pairs of drawers.
2 Dark petticoats.
1 Light petticoat.
3 Night-dresses.
3 Pairs of stockings.
1 Pair rubbers.
2 Pairs shoes.
1 Cap.
1 Pair gloves for winter.
Comb and brush.
Toothbrush.
Kimona.
6 Handkerchiefs.
Slippers.
Extra shoelaces.

Boy's List

All articles to be marked with name, and all articles to be in good condition.

1 Suit for Sunday.
2 Extra pairs of pants.
1 Overcoat.
2 Light blouses (to be made with collar and waist band).
3 Dark blouses.
3 Suits of underwear.
6 Pairs of stockings or socks.
2 Pairs of boots.
1 Pair of rubbers.
2 Sweater coats.
2 Nightshirts.
Suspenders.
1 Pair of mittens.
Neckties.
6 Handkerchiefs.
1 Toothbrush.
1 Comb and brush.
2 Caps.
2 Wash cloths.
Extra shoelaces.

Typewriting

Much interest has been taken in our typewriting classes, especially among the older pupils whose spelling is not faulty. This instruction is given by the stenographer, and good results are being shown. As a result of her training last year Miss Winifred Davison is now in receipt of a good salary as stenographer in the National Institute for the Blind, Toronto. Miss Davison acquired unusual facility at this work after a comparatively short period of training, which shows what intensive work will accomplish when there is the incentive of a good position ahead. She learned to take notes in Braille shorthand, but this was rendered unnecessary by the use of a dictaphone from which she does all her typing. I venture to hope that a dictaphone may be added to our equipment, so that the training in this important branch may be completed before the pupils leave the school.

Visitors

During the year we were honoured with a visit from Mr. Ross, the Deputy Minister of Education for the Province of Alberta. Mr. Ross expressed himself as highly pleased with the provision made for the education and training of the Western pupils, and readily acceded to our suggestion that the Alberta Government should provide a broom-making outfit for a young man from that province, and also keep in touch with the success following his efforts to earn a living at his own home.

The Hon. R. T. Thornton, Minister of Education for Manitoba, paid a visit to the school during the summer months to obtain information regarding the industrial work of the school. As the school was not in session he was unfortunately not able to see the students at work, but he took a keen interest in inspecting the buildings and classrooms, and discussing the various problems in the education and training of blind youth.

The Hon. Dr. Cody, the recently appointed Minister of Education, spent a day in Brantford in the interests of technical education, and visited many of the city schools and several factories. Among the schools visited was the School for the Blind, where he delivered a brief address which was listened to with much interest.

Dr. Cody expressed himself as highly pleased with the reception given him

was greatly impressed by the excellence of the musical numbers given for his benefit, and the rapid reading of Braille by one of the pupils.

One of the most enjoyable addresses given in our school was given by Lieut.-Colonel Mulloy, popularly known throughout Canada as Trooper Mulloy. Colonel Mulloy has the distinction of being the only Canadian who lost his eyesight in the South African war, but, with an ambition that surmounted all obstacles, he graduated from Queen's University and afterwards spent three years in post graduate work at Oxford. His address was full of helpful inspiration and he laid special emphasis on the supremacy of the spirit above all else.

Sir Arthur Pearson's visit to Toronto has done much to stimulate public interest in the blind of Canada, especially the blinded soldiers, for whom a beautifully furnished home named Pearson Hall, was formally opened by the blind baronet. One could not help but be impressed by the cheerful optimism which radiated from Sir Arthur's personality, and it is a matter of great regret that owing to the pressure of his engagements elsewhere he was unable to pay the expected visit to our school.

Farm Operations

The question frequently arises as to the logical association of a farm with a school for the blind. The blind from the very nature of their handicap are precluded from playing an important part in the work pertaining to a farm, and cannot for that reason contribute to its maintenance, or derive benefit from their experience. There is some difference of opinion on this point, and individual cases are cited of young men giving valuable assistance in many of the operations that make up the daily routine of farm life. But a school for the blind is not a place to send a boy to learn to hew wood or draw water, nor is it the best place to become acquainted with stock and assist in the care of it.

The property belonging to the Ontario School for the Blind is becoming very valuable and parts of it could be disposed of to good advantage. The money thus acquired would go a long way toward providing separate Kindergarten quarters, or remodeling the school building, which remains to-day much as it was over forty years ago.

The roots and vegetables were very abundant this year, the milk supply has been more than ample for our needs, and the cellar is well stocked with apples from the orchard.

Improvements in Buildings and Grounds

During the summer vacation advantage was taken of the absence of the pupils to make certain changes of a minor nature to improve the appearance and convenience of the corridors, class-rooms, dining-rooms and sitting-rooms. The Boys' Club Room was tastily renovated and given an attractive appearance more in harmony with the purpose for which it was intended. The dining-rooms were tinted, new blinds were added throughout, new chairs were provided, and with the white table linen and new cutlery there is a refreshing home-like appearance hitherto absent.

The removal of the upper panels in all the doors of the rooms on the first floor and replacing them with glass has served the double purpose of lighting the hallways and enabling those who are passing through to see what is going on in the class-rooms and practice rooms without opening the doors and disturbing those who are engaged in their work.

The ground to the east of the boys' dormitory has been levelled, terraced and seeded, and the general appearance of the place has been greatly improved.

The lower limbs of the trees in the park and along the walks have been cut, and the grounds present a less shaggy and unkempt appearance. There remains yet much work to be done in the way of improving the roadways and sidewalks leading up to the main building.

The absence of drinking fountains in the school is a great inconvenience, and I recommend that these be installed as soon as possible. A programme clock to ring automatically the changes in the lesson periods and the summons to meals and roll-call is badly needed, as the present gong is not heard in all parts of the building, especially where the pupils are practising on the piano or attending vocal classes on the third floor.

New Musical Director

The resignation of Mr. W. Norman Andrews as Musical Director after eleven years' association with the school made it necessary to secure a successor in time for the school opening in September. The vacancy was filled by the appointment of Miss Jeannette Killmaster, of Port Rowan. Miss Killmaster comes very highly recommended. She is a graduate of the Toronto Conservatory of Music, afterwards spending three years abroad studying under the best masters. For several years after her return she taught music in Peterborough and was associated for some time with Miss Veal's school, "Glen Mawr," Toronto.

Industrial Department

The work of the Industrial Department during the past year proceeded with much regularity. A reference to the report of Mr. Donkin, the instructor, shows the interest that was taken in broom-making, an industry introduced for the first time into our school last session. As a result of this training one of the young men secured a place in the Workshop for the Blind at Ottawa, where he has been working successfully on a self-sustaining basis. Another young man from the Canadian West was provided with an outfit, consisting of machinery and a supply of broom corn, by the Alberta Government, and from the latest reports has been doing a successful business making brooms at his own home.

Much time was devoted to chair-caning, at which the boys are very skilful, but the experiment in the shoe department was not a success and shoe-making has been given up.

Manual training benches have been installed in the workshop to resume the Sloyd work which had been interrupted for several years. The best equipped schools for the blind in the United States were not without this very valuable aid to the training of the pupils, and a knowledge of the use of tools is of as much importance to the training of the blind as of seeing pupils.

Illness of Miss Cronk

The many friends of Miss Cronk will be sorry to read in Dr. Marquis' report that she has suffered from a cerebral hemorrhage. Miss Cronk has been associated with the O. S. B. since its establishment in 1872, and as the visitors' attendant gave many years of faithful and valuable service. Everybody, therefore, who attended the school will remember her and regret that owing to her attack she is absent from her usual place. She is at present at the home of her brother in Wellington, Ont., on sick leave.

The Convention in 1919

The convention of the American Association of Workers for the Blind will be held in Toronto in June, 1919, and it is a happy coincidence that the Director of the National Institute for the Blind of Toronto, Mr. C. W. Holmes, is the president of the Association. It is to be hoped that all who are interested in the blind will avail themselves of this opportunity to hear the interesting discussions which will certainly form part of the deliberations of the gathering. It is the first time that Canada has ever been favoured with a convention of this kind, and the representatives of the various schools and workshops in the United States are looking forward to the rare treat of a visit to Canada, and especially to a city which so distinguished itself in its voluntary enlistment for overseas service and in the raising of funds for every purpose in connection with the war.

Convention at Colorado Springs

It was my privilege in June to attend the convention at Colorado Springs of the American Association of Instructors of the Blind. Delegates were there from nearly every State in the Union, among whom were thirty-two superintendents of American schools and many teachers and workers interested in hearing the discussions arising from a very promising programme. En route to the convention visits were paid to the schools for the blind in St. Louis and Kansas City, visits which served to break the monotony of a tedious midsummer railway trip and to enable the delegates to visit the schools and workshops for the blind. Superintendents Green and Harrison, ably assisted by their wives, gave a most cordial reception to the delegates and spared no efforts to make the occasion a profitable and memorable one.

I was deeply interested in meeting for the first time the heads of so many schools and to hear first hand the various viewpoints on the many problems affecting the blind. The papers read in the convention were able and interesting, and the discussion arising from them profitable, but the greatest benefit derived was in the interchange of ideas away from the convention hall.

The convention was held in one of the loveliest spots in all America, embracing as it does the beauty of mountain peaks, ravines and waterfalls on the heroic scale of the west. Pike's Peak is in full view of the school a short distance away.

The Colorado School for the Blind and Deaf was planned and built with generous completeness, from the separate little surgically perfect hospital building to the well-stocked farm with its forty head of cattle, and the greenhouse which supplies all the tables in the school with flowers the year round.

The convention itself was like Walt Whitman's "City of Comrades," every man and every woman filled with the same cordial desire to do what was best for the education of the sorely handicapped children entrusted to their charge. The general atmosphere of helpfulness and sympathetic consideration of each other's problems was refreshing, and that much good was derived from the association together for several days there can be no doubt. I came away from the convention feeling that the interests of the blind in America could not have been entrusted to a more whole-souled, cultured group of men and women than those who had been selected by their several states for their special fitness for that purpose.

The convention was called to order in the chapel of the school the evening of our arrival, by Superintendent W. K. Argo. Addresses of welcome were made by

the mayor of the city and others, and fittingly responded to by the President of the Association.

Mr. Thomas S. McAloney, President of the Association and Superintendent of the Pittsburg School for the Blind, delivered his presidential address in which he made a feeling reference to the passing of three superintendents since the last convention, Mr. John E. Ray of North Carolina, Mr. J. V. Armstrong of Tennessee, and Mr. William Bell Wait of New York.

Speaking on "The New Education and its Relation to and Influence upon the Education of the Blind," he gave a brief summary of the features which have been introduced or else perfected in the past decade as follows:—

1. The adoption of a uniform type for the blind of the English-speaking world.
2. The gradual elimination of pupils of very low mentality from our schools.
3. The introduction of sight-saving classes for the partially blind in institutions for the blind and in public schools.
4. The regular and scientific training of our girls in homemaking.
5. The systematic physical training given our pupils in the gymnasium, the swimming pool and on the athletic field, the holding of competitive athletic meets which has done much to promote self-confidence and school pride.
6. The education of the blind with the seeing in high schools and universities, as well as in special classes for the blind in public schools.
7. The introduction of new courses of study which are more elastic and which give equal opportunity for the development of the bright as well as the dull child.
8. The establishment of separate kindergartens for the young blind.
9. Greater attention to vocational work, especially for those of lower mentality.
10. The extension of the educational work to include the services of a field officer.
11. The establishment of national and state associations for the prevention of blindness.
12. The organization of associations for the adult blind which co-operate with our schools in establishing our ex-pupils and graduates in the work they are best prepared to do.

Miss Mabel Gillis, Librarian of the Department of Books for the Blind in California State Library, evidently belongs to the new generation of librarians, whose object is not to keep their books in neat rows on the shelves but to get them honestly worn out in the hands of readers. She spoke of sending books in all the known types for the blind—some fifty or sixty per day— to Washington, Nebraska, the Hawaiian Islands, and even Chinese books to China.

Thereupon some discussion arose as to the advisability of libraries crossing each other's territory in this manner and a committee was appointed to make a survey and to recommend the location of libraries in Canada and the United States.

Miss Susan B. Merwin, State Superintendent of the Kentucky School for the Blind, Louisville, dealt with the subject of typewriting and maintained that it should find a conspicuous place in schools for the blind because it affords an excellent method of teaching spelling, English and correct pronunciation; because it develops quickness and accuracy of thought and action; because it is invaluable in the pursuit of any career, whether business or professional; because it means that the blind may be less dependent and better equipped for the struggle of life, and because it affords another opportunity for a livelihood. In the Kentucky school only pupils who have had seventh or eighth grade English are given instruction,

which high standard of eligibility has acted as a wonderful stimulus to better language and grammar work. Blind pupils are usually bad spellers, which is due probably to the fact that the written word makes less of an impression on the finger than on the eye. The use of the typewriter develops quickness of thought and action. Most blind pupils need a stimulus to promptness. Composition directly on the typewriter requires the concentration of a keen, alert mind, and such training is invaluable. The knowledge that the blind writer cannot see to erase and correct errors makes him accurate and careful both in thought and mechanical operation.

The blind student who has thoroughly mastered the typewriter feels a certain sense of independence and security because he knows his handicap is very materially lessened. It is surely a great comfort as well as a wonderful advantage to be thus able to express one's self independently.

If this independence is desirable in school and home life, its value cannot be estimated in the pursuit of a business or professional career. In any business in which the blind man or woman may engage or in any profession which they may seek, the typewriter plays a most important part.

The real purpose of typewriting as it should be taught in our schools for the blind is not to make typists of our pupils—some few may become successful in this field of endeavour—but its real purpose should be to help the blind to help themselves.

In the discussion which followed sides were taken on the question of the age at which children should be permitted to use the typewriter, some superintendents stating that they allowed children of nine years of age to write to their parents in this way, others standing for dignity and restraint, allowing the use of the typewriter as a special privilege to be accorded only to those who had shown themselves capable of appreciating the need of care in the use of the machine.

Report of the Committee on Uniform Type

An important feature of the convention was the report of the Committee on Uniform Type, given by Mr. H. R. Latimer, of Baltimore. He gave an interesting account of the difficulties in the way of the committee, the inertia to be overcome, and the thousands of volumes that would have to be rejected as soon as the present generation of readers had passed away. The plan to be followed was to leave the present stock of books everywhere for the use of those who could read them, but to introduce the Revised Braille, grade 1½, into the printing houses and the lowest grades of our schools.

This Revised Braille was an evolution of the English Braille, which upon careful investigation had proved its superiority in ease and simplicity over the New York Point System. One subject in dispute was the use of contractions. It was found that 150 contractions served to save only 3½ per cent. of space, with the result that these had been rejected. At the Halifax convention this revised Braille had been adopted, although the English had not yet officially accepted it.

The convention then by a unanimous standing vote adopted the Revised Braille, grade 1½, recommended by the committee, thus settling definitely a much vexed question, which had tended to disturb the harmony of many previous conventions.

Mr. McAloney made the interesting statement that in Pittsburg one hundred and thirty women had learned Braille during the preceding winter, and of these fifty were copying books during the summer.

Musical Training of the Blind

In an excellent paper on the above mentioned topic, Miss Adelaide M. Carman of the Indianapolis school drew attention to the fact that in one respect at least schools for the blind had been for years in advance of the public school system. Far-sighted men in the very beginning of the work for the blind knew the value of music as an educational factor, and gave it an equal place with the literary and industrial. This probably accounts for the idea that the blind are unusually gifted in music, whereas their general culture in music has been more extensive and their appreciation consequently in advance of other students. Miss Carman divides students into four classes, as follows:—

First. Those whose knowledge of music is gained entirely from class work in chorus, ear-training, and solfeggii.

Second. Those who have individual training in the various branches and whom we wisely or otherwise classify as mediocre.

Third. Those who by one-tenth talent and nine-tenths application, or as some one defines genius—one-tenth inspiration and nine-tenths perspiration—are able to win for themselves more or less of a place as performers and teachers.

Fourth. Now the fourth class is somewhat conspicuous by its absence. I refer to the artist and teacher of recognized and equal ability with the best. Of these there are no great number yet, but this does not signify that it must always be so. Because we cannot make artists of all of our students do we despair? Not at all. The real teacher has faith that every earnest effort clears the way to some extent.

Superintendent E. E. Bramlette of Texas laid emphasis on the fact with which other superintendents agreed heartily, but which the general public does not always realize, that the education of the blind child does not differ in essentials from that of the seeing child, and that therefore schools for the blind are not eleemosynary institutions but free public schools.

Superintendent G. F. Oliphant of Georgia gave a most refreshing paper, full of pricks and spurs. It was a difficult paper to reproduce, not being divided into classified headings, and the large and stimulating thoughts he expressed sent the mind far afield; and yet it was practical, too, in the broadest sense. Freedom, he said, is not a gift, it is an achievement; freedom is not the right to be idle, it is not the right to refuse obedience. There are no such rights. Freedom is the right to choose our work, to choose whom we will obey. Instructors for the blind have a tendency to repress individuality, but it is the business of the true teacher to encourage those individual traits which are helpful and to repress those that are the reverse. Primarily there are no weeds nor bad men. There are only bad gardeners and bad teachers. If we believe this we can develop the growth of our pupils instead of repressing and destroying and obstructing. We cannot make anything grow. We can only produce conditions of growth and let it grow. The spiritual kingdom is as if man should cast seed into the ground and it groweth up night and day he knows not how. "Much of our trouble and discipline comes of our getting in the path of the lusty soul and getting run over."

He touched upon the treatment of partially seeing pupils. They are sometimes a convenience, but their reaction on the education of those really blind is in most schools wholly bad.

On the other hand the education of the blind should produce individuals so efficient and capable that they will soon merge themselves into the world of seeing

people. It is a fine compliment to pay a blind person to say of him, "in his presence I entirely forget he is blind."

One invigorating thought the speaker expressed was that we must not encourage our pupils or ourselves to dodge life, to seek soft places, to refuse the gift which the gods thrust into our laps. We must suffer, at least enough, to know pleasure when it comes to us. We can never enjoy warmth until we have suffered fierce cold, nor food until we have suffered hunger. Our soldiers who have seen active service in France have a calm sureness in their gaze because they have known deadly fear and grappled with it. They have suffered until the mere absence of suffering brings keen and satisfying pleasure. Too often the walls of the school not only shut pupils in, but shut life out. Sometimes the attempt is made to have these walls like a baleful shadow follow them out into the world and protect them from the adventures of life. The prime principle with every teacher should be "I am come that they might have life and that they might have it more abundantly," and not "I am come that I might have a living and that I might have it more abundantly." Let us have more faith in the ability of our pupils to work out their own salvation both in school and out and teach them to meet life unafraid. Only to the fearful and the unbelieving is life a menace and a danger.

Mr. Harold Molter, head teacher of the boys' school, Perkins Institute, Mass., was absent on military service and his paper was read by Director E. E. Allen, whose cultivated enunciation rendered listening a genuine pleasure.

The question discussed was "How Best to Make the Blind Efficient Citizens." There are at least six requisites—health, recreation, knowledge, vocation, appreciation, morals. In concrete terms the efficient citizen is a healthy man who has a definite vocation to follow with a sound general knowledge, a taste for reading, music and art, and finally he must possess and practise daily and hourly a sound code of ethics.

To hold a nice balance between the relative claims of the cultural and the useful subjects in the High School programme was the aim of the paper. He gave an interesting discussion of the real meaning of culture—the development or strengthening of powers, illustrating by lively examples, of which this was one:—

"I once saw my brother break down the parting wall between two rooms with strokes of a hammer. I shall never forget the lesson in persistence and evidence of the power of the mind on the body which was displayed in those five minutes. The impression was so great that from that day to this, when I have been confronted by a serious obstacle, there has unconsciously loomed up the picture of that energetic young man, and the obstacle has been surmounted. How many mathematics lessons would I have to tackle and overcome, pray, before I was cultivated enough to reach the point which I did as a result of that wall wrecking experience of five minutes' duration."

Not that he spoke slightingly of the cultural subjects, only that our conception of what is included under that heading should be widened and that these subjects should be chosen to suit the individual, not forced indiscriminately on all.

In summing up, his recommendation given "after much thought and experimentation" was as follows:—

1. Let us provide for a rich social atmosphere, where Boy and Girl Scouts, Literary and Athletic associations, plays and pageants, dancing and other social functions, play an important part, an atmosphere in which the children may

steep themselves, associate with each other, learn to know each other and measure themslves against one another. This is important. And let this atmosphere expand and include association with the seeing world.

2. Next, by all means let every eligible pupil of high school age study Latin, Greek, Mathematics if he wants to. But instead of forcing these subjects upon all pupils, let those who have the ability and the interest begin with the Latin and Mathematics. Let it be an honour, a privilege, for them to enter such classes. For such pupils these subjects will be both cultural and useful. Interest is indeed the basis for all real accomplishment.

3. Let us have a minimum course of study for all pupils, in which literature, composition, history (particularly modern history), current topics, general science, shall be required of every pupil as useful subjects, a knowledge of which is necessary for efficient citizenship.

4. If small groups display interest in any other subject, let them unite and have a class formed which shall study that subject in addition to the minimum course. So shall each pupil be cultivated through the study, instead of the study being cultivated on the pupil.

Now in our institutions for the blind, with their many departments—manual, music, tuning, physical training, and literary, the question arises: how is it possible for a pupil to enter all of these departments and accomplish definite results in the minimum of time? The answer is they cannot.

In the matter of vocational work every pupil should have the purely educational part of manual training taught in the earlier years, and during the High School course he should specialize in one vocational calling.

Mr. H. R. Chapman, head teacher Department for the Blind, California School for the Deaf and Blind, Berkeley, discussed what we ought to know about the child we teach.

He traced the gradual development of the individual child during the last few years. Speaking of the classes for "Misfit" children in California schools, and of classes for partially seeing children in other cities, and quoting with approval the words of the President of the State Normal School at San Francisco, "There are no misfit children, but there are misfit schools, misfit texts and studies, misfit dogmas and traditions of pedants and pedantry. There are misfit homes, misfit occupations and diversions. In fact, there are all kinds and conditions of misfit clothing for children, but, in nature of things, there can be no misfit children."

He concluded that we should call in the services of a physician and a psychological expert to supplement our own intimate study of the child so that we may be able to give him the best possible education, mental, moral, and physical.

Dr. Samuel P. Hayes, Director of Psychological Research, Pennsylvania Institute for the Blind, Overbrook, gave an exhaustive account of his methods of applying psychological tests to blind children. The results are more or less tentative so far, but the outcome is likely to be of some value in the teaching of the blind.

In connection with the Halifax disaster, Mr. McAloney had appointed a committee to serve with a similar committee of the American Association of

Workers for the Blind in planning possible measures of relief for those whose eyes had been injured. Director E. E. Allen, of the Perkins Institution, was called upon to give the report of this committee. It was intensely interesting to hear from one who had seen the frighful results with his own eyes.

The known cases of injury to the eye amounted to six hundred odd, chiefly women who were at home at the time and had rushed to the windows on hearing the first explosion, and had thus been caught in the "blizzard of glass" caused by the second and more tremendous one.

The pupils of the Halifax School for the Blind had been trained in expectation of possible bombing, and at the first sound had promptly marched to the basement, thus escaping injury, although eight hundred of the school's windows were smashed.

Mr. Allen gave some account of the oculists who had come in from outside cities, and added their skill and labour to those of the four resident specialists, thus saving hundreds of eyes that might otherwise irrevocably have been lost. He told also of the work of Sir Frederick Fraser and of his own and other committees in planning for the relief and education of the injured. It was reassuring to learn that the number of those practically blinded by the explosion would be less than one hundred.

Mr. Allen spoke among other things of the probability of life-saving classes being established in Halifax, and the next paper dealt with the subject fully.

Mr. R. B. Irwin is supervisor of classes for the blind in public schools, Cleveland, Ohio, and in his absence the paper was read by Mr. VanCleve. In Cleveland there are seven sight-saving classes, with the services of a visiting oculist two afternoons per week, whose duty is is to see that the defective vision of the pupils is properly conserved. These classes are essentially public school classes, the aim being to keep those with partial vision as closely as possible in touch with normal children, instead of segregating them with the totally blind, to the detriment of both. All schools for the blind find partially seeing pupils their most puzzling problem, and an actual drawback to the work of the totally blind. These sight conservation classes promise to solve the question to the satisfaction of all concerned. In them careful use is made of whatever degree of vision the child may possess. Large blackboards with large soft crayons are used, heavy soft pencils with unglazed paper, large typed books and of course the best natural and artificial light obtainable. It promises to be a splendid piece of work to rescue the doubtful class by drawing them from the ranks of those who must read and do all other things by touch, and place them among the great ranks of the more or less normal of mankind.

An interesting "Olla Podrida" was next presented by Mr. Thurman, of the Utah School for the Deaf and Blind, a composite message from several teachers there. The first was a statement which is generally acknowledged by teachers of the blind but is directly opposed to the almost universal belief, namely, that the blind, and especially those blind from birth, are less quick and accurate in their use of the other senses than the normal person. Probably the knowledge acquired through each sense is strengthened and clarified by the knowledge acquired through the other senses, and the blind lack the great awakening which the world of sight gives. For this very reason every effort should be made to stimulate and train the use of the other senses in youth.

The second was an enthusiastic account of the use and value of dramatization to little blind children. It is something they love, and this in itself is a great recommendation. It tends to make them less self-conscious, more graceful of movement, more mobile and expressive of feature. It stimulates the imagination and thus the whole brain. The stories recommended were the Robin Hood and King Arthur Tales and the Wagner Opera Stories, the latter accompanied by the playing of the motives, or, better still, by the whole music on the piano or the victrola.

Even more enthusiastic and convincing was the story of the librarian who claimed the credit of having allowed the volumes of his library during the preceding year to contract scrofula and spinal meningitis, his picturesque way of saying that they were being worn out with constant use, and the one word accessible explained all. He had introduced a Braille card index system which allowed pupils to choose books for themselves and even to do independent research work.

Superintendent S. M. Green, of the Missouri School for the Blind, St. Louis, discussed the question of "Training the Blind Pupil for Citizenship." He followed what he called the well-known trail of the development of mind, body and spirit to their highest degree, but his paper was full of practical suggestions of especial value to the young teacher. He laid emphasis on the need of teaching the blind the care of the body, so that they would know the need of exercise, the value of an erect carriage, the means to employ against simple colds and other infections, and so on. Athletics, boy scout hikes, etc., should be encouraged.

Then, in the matter of fitting him for his social environment, he should be encouraged to take part in political meetings, in red cross and war stamp rallies, in pageants, concerts and orchestral performances. He must be taught the value of an attractive personality, a well groomed body, neat attire, and courteous manners. It is cruel to send out a piano tuner who does not know how to greet the lady of the house.

Every pupil, too, must be trained to do at least one thing well enough that he can thereby earn his own livelihood, but over and above all he must be enkindled with an unconquerable determination to take his place as a man among men.

The speaker ended by giving some concrete instances of the work accomplished in his own school which are worth quoting as examples of what can be done by the blind.

Homer Davenport left us to graduate from the law school of Washington University, became County Prosecuting Attorney of his native county for two terms, and then Probate Judge, is a much-prized speaker for Liberty Bonds, Red Cross, and Y.M.C.A., was our honored guest who gave our commencement address this year. Has he not qualified as a good citizen?

Ernest Howell, a travelling salesman, worked six months for his company before they discovered his handicap, though entirely blind. He was among ten best salesmen in contest among forty-six; has taken out a claim of 320 acres in a western state and put on it a man to improve it. His brother, Ben Howell, a piano salesman and tuner, owner of a piano store in his native town, is a respected business man of the community.

Joseph Huber, acknowledged best cornet teacher in a city of eight-hundred-thousand inhabitants, who made the trip to the Panama Pacific Exposition to

play in an official band, frequent soloist at our municipal band concerts, is on our own band staff.

Edward Golterman, handler of produce for commission men, beginning this work in summers before being graduated from school, continued until he owns teams and wagons for his hauling outfits. He is on the job every day from 8 a.m. to 9 p.m., with money in the bank.

Edith Cook Scott, former printer and voice teacher, moved to a small town, has taken her place as soloist and musician in church circles; meets every week with women of the Red Cross Unit. She crocheted a small handbag which sold for $230.00 at a Red Cross Rally.

Lena Hill, taking a course in business college, is a stenographer and typist in a large insurance office, daily proving what she can do in business circles, and is happy in her work.

Margaret Wade, a grade teacher in our own school, was graduated from the Harris Teachers' Training College, post graduate of the Kroeger School of Music, is teaching a piano class in her own neighbourhood in the afternoons. Has she not proved her usefulness to the community?

Our this year's graduate, Bertha McGuire, has had a story telling hour every summer for the past five years at one of our largest playgrounds. She has gladly done this for the joy of giving a community service, as she has not been paid for it. Her dramatic talent has been so marked that she has been chosen for a leading speaking part, Poland, in our municipal pageant, with nine hundred participants, for the St. Louis Fourth of July celebration.

All of these are entirely blind.

PHYSICIAN'S REPORT

To the Hon. H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to present my annual report for the year ending October 31st, 1918.

The past year has been a heavy one in my department, partly due to the outbreak of Spanish influenza which invaded the school in October.

Mr. J. B. Wilson, Chief Engineer for some years, died during the year of an acute abdominal trouble.

In January a female pupil was operated on for acute appendicitis. Also a small boy was operated on for a troublesome inguinal hernia. Both made uneventful recoveries. These operations were performed in the Brantford General Hospital.

During the session a junior male pupil fractured his right arm above the elbow. He made a good recovery.

In October Spanish influenza broke out in the school. We had in all seventy-nine cases, including officers, of which ten were complicated by pneumonia. It is a satisfaction to report that all made good recoveries.

I cannot let this opportunity pass without expressing my appreciation of the excellent work done by our nurses during the recent outbreak. It was impossible to get outside assistance, and our own nurses, graciously and ably assisted

by some lady members of the staff, succeeded in caring for this large number of cases of seriously ill, delicate children, with the gratifying results above stated.

I want again to thank your Department for the foresight shown in appointing to the school a professional nurse. Her worth was particularly in evidence in the recent epidemic, but, in addition, throughout the year she gives daily many little attentions which add greatly to the comfort and well being of the pupils.

During the past month it was necessary for Miss M. Cronk to go to her home. She suffered from a cerebral hemorrhage a few weeks ago. She has been an officer for years at the school and will be missed by many old friends.

I have the honour to be,

Sir,

Your obedient servant,

J. A. Marquis.

Brantford, December 1st, 1918.

REPORT ON MUSIC

To the Hon. H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to submit my Report on the Music Department of the Ontario School for the Blind, Brantford.

The examinations in connection with this detailed Report were conducted on May 30th and 31st, 1918, and the subjects included were Piano-playing, Violin-playing, Voice-production, and Solo-singing, Choral class work and the Theory of Music.

Twenty-nine pupils were presented for examination in Piano-playing, nine in singing, three in Violin, and twenty-one in the Theoretical subjects—making a total of sixty-two.

Piano.—Of the beginners who constitute the Preparatory or "Progress" class, five were marked "fair," two "very fair," and one "good."

In Grade No. I, five "passed," and one gained Honours (i.e., over 70 marks).

In Grade No. II, three passed, two reached the Honour standard and one failed.

In Grade No. III, one passed.

In Grade IV. two passed.

In Grade No. V, one passed and one obtained honours.

In Grade No. VI, two gained honours.

In the graduating class two passed. These pupils are the first to gain the Licentiate Diploma of the O.S.B., and both were prepared by Miss Harrington.

Amongst the students of this class there are a number who possess more than average musical talent, and the majority will develop into excellent performers of real artistic merit, provided they receive careful technical teaching combined with intellectual guidance.

On the whole Miss Harrington and Miss Smythe are to be congratulated on the results obtained during the past year.

Voice-culture and Solo-singing.—Nine pupils were examined in these subjects.

In the Rudimentary or Progress class, two were "good" and one "fair."

In Grade No. I, three passed.

In Grade No. II, one passed.

In Grade IV, one passed.

In the graduating class (Licentiateship) the one candidate who entered showed marked improvement in her work since last year, and yet did not reach a sufficiently high standard either artistically or technically to pass the somewhat severe test.

Considerable improvement was shown in the matter of voice-production in all grades of this class, which is under the direction of Mr. W. Norman Andrews.

Violin-playing.—In this branch of study three candidates were examined.

One in the "progress" stage was quite promising.

In Grade No. III, one passed.

In Grade No. IV, one gained Honours.

Miss Jones, who has charge of this class, is doing capital work, and the results are eminently satisfactory.

Rudiments, Grade No. I.—In a class of ten pupils two just failed, one passed, two gained honours, and five first-class honours. Such a result reflects much credit on Miss Jones.

Rudiments, Grade No. II.—Three pupils were orally examined in a part only of the work of this grade. The results were unsatisfactory.

History of Music.—Two pupils finished their course in Grade No. 3, one passed and the other gained honours.

Improvisation.—The two students who were examined in extemporization or improvisation displayed very little knowledge of the subject.

In view of the fact that improvisation is of the greatest importance to students in their intellectual development, definite instruction should be given to all pupils in the higher grades of both Organ and Piano-playing. In this connection the study of Counterpoint is almost a necessity. Unfortunately, during the past year this subject has been altogether omitted, although I have on several occasions recommended that it should be permanently taught.

Harmony.—Intermediate standard, being the equivalent of the University of Toronto local examinations.

Five pupils entered, and all reached the first-class honour mark, their teacher being Mr. W. Norman Andrews, the Musical Director.

I note that some of these pupils were successful in examinations of a *more* advanced character *several* years ago! Two of these students were quite clever and they are capable of doing more important theoretical work if the opportunity is given them.

The serious study of Counterpoint, Musical History and Form should be taken up and should occupy a *permanent* place in the musical life of the school.

It is essential to all students of music, and particularly in the case of the Blind, that the *intellectual* side of their natures should receive careful attention, to counterbalance, as it were, their strongly emotional tendencies.

The study of Counterpoint, and indeed the Theoretical side of music generally, is of the greatest value in this connection.

Tuning.—The Tuning school is making good progress under the able guidance of Mr. Ansell.

From personal observation I can safely state that the pupils are now receiving a thorough grounding in Practical Tuning, based on scientific knowledge.

It is a pleasure to note the efficiency of this department.

I am informed that during the past year three young men from the O.S.B. have obtained positions as tuners with a large Toronto firm of piano manufacturers, and their work has been so satisfactory that they have already received two advances in their wages, thus demonstrating the practical utility of the department.

Choral Class.—The Choral Class (Conductor, Mr. W. Norman Andrews) is a well-balanced body of excellent voices. They sang two unaccompanied Part Songs with considerable expression and good tone quality.

An excellent three-manual organ has just been installed in the large hall of the school, which should prove a valuable addition to the working equipment.

In concluding my remarks, I should like to record my thanks to the able and courteous Principal (Mr. W. B. Race) for facilitating the work in connection with my duties as examiner.

I have the honour to be,

Sir,

Yours obediently,

Albert Ham,
Mus. Doc., F.R.C.O.

OCULIST'S REPORT

To the Hon. H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to report the results of the examination of the pupils' eyes for the year 1918.

—	Male	Female	Total
Number of pupils examined	58	35	93
Examined for first time	13	4	17
Re-examined after an absence of a year or more	3	3	6
Examined last year	42	28	70

This tabulation does not include all of the pupils enrolled at the school, as the Superintendent thought it unnecessary to trouble those who have no eyes and of whom the records are complete.

In the following classification of diseases only those examined this year are included:—

Disease	Male	Female	Total	Percentage
Ophthalmia Neonatorum	11	11	22	23.6
Optic Atrophy	11	7	18	19.3
Cataract, Congenital and Lamellar	6	8	14	15.1
Injury to one eye followed by Sympathetic Ophthalmia in the other	7	1	8	8.6
Injury to both eyes	2	.....	2	2.2
Injury by gunshot wounds, powder and dynamite explosions	4	1	5	5.4
Congenital Coloboma of Iris and Choroid	3	.....	3	3.2
Congenital dislocation of lens	1	.....	1	1
Retinitis Pigmentosa	1	1	2	2.2
Interstitial Keratitis	1	2	3	3.2
Chorioiditis	1	1	2	2.2
Aniridia	.....	2	2	2.2
Uveitis	2	.....	2	2.2
Buphthalmos	1	.....	1	1
Growth, eyes enucleated, probably Glioma	1	.....	1	1
Measles	4	.....	4	4.3
Myopia	2	1	3	3.2

Of the pupils examined on previous occasions and again this year there is little change to record. The usual slight fluctuations in sight were found, these depend on the nature of the disease or the condition of the general health. But the improved appearance of a number of the pupils was remarkable, due to the replacement of disfiguring blind eyes with artificial eyes. This change is so much appreciated by the pupils themselves that I have had to refuse the enucleate some eyes, which, while very objectionable to look at, were yet of some service, enabling their possessors to avoid large objects and to keep to the sidewalk.

The class entering the school for the first time is always most interesting from a study of the conditions causing blindness: Noticing the different kinds of congenital conditions, sad but unavoidable, or those diseases which may attack an eye and cause blindness at any time of life—equally sad and unavoidable; while consideration of the large class of so-called preventable blindness is apt to arouse quite other emotions, for instance, Ophthalmia Neonatorum, a lifetime handicap for some one's folly or some of the accidents revealing gross carelessness, sometimes by the victim, sometimes by the carelessness of other persons. And the varying ages of onset, compared with their ages on entering the school, makes one speculate as to why they were kept so long from the opportunity to get the best possible education under the circumstances.

In this year's new class of seventeen there are six with congenital defects, four blind from unavoidable diseases coming on at the ages varying from one year to twenty-one; two from Ophthalmia Neonatorum and five from injuries. Of these, two certainly, probably three were injured in one eye and lost the other from Sympathetic Ophthalmia, which in almost every case might have been avoided by sacrificing the offending eye.

There is no question as to the eligibility to the school of all of these, as the sight of most of them is very bad, and it certainly would be very unwise for any of them to try to get their education in a public school.

Classifying the sight of all examined we find the following:—

	Males	Females	Total
Without perception of light in either eye	8	6	14
Perception of light only in one eye	16	7	23
Perception of light in both eyes	6	3	9
Limited objective vision in both eyes	11	14	25
Limited objective vision in one eye	17	5	22
			93

A few pupils required attention during the year, and while in two or three cases the feeble sight they possessed, for a time seemed menaced, in no case did it suffer finally, all having been restored to their former condition.

At the time of writing the influenza has left no bad effects as sequelæ on the eyes of the pupils, and although some of their ears were infected in a mild degree, all recovered without serious complications.

Respectfully submitted,

B. C. Bell.

Brantford, Dec. 30th, 1918.

LITERARY EXAMINER'S REPORT

To the Hon. H. J. Cody, M.A., D.D., LL.D.,
Minister of Education for Ontario.

Sir,—I have the honour to present herewith my report on the literary work of the Ontario School for the Blind for the academic year ending June, 1918.

Staff

Since making my last report Major James returned to his duties at the Department of Education and Mr. W. B. Race, B.A., has been appointed to the principalship of the school. Mr. Race is a practical collegiate teacher of several years' experience and possessed of a kindly and sympathetic disposition.

The late Mr. Wickens, who served faithfully and well, as vice-principal for many years has been succeeded by a public school man of considerable experience and ability, in the person of Mr. G. A. Cole.

In other respects the staff is essentially the same as at the last report. All possess the proper normal certificates but one.

Courses of Study and Organization

As a result of the careful study and thought given to the work of the school by Mr. Race and Mr. Cole, the pupils are graded very satisfactorily although a further improvement in this respect is promised for next year. Classes corres-

ponding to Forms 1, 2, 3, and 4 of the public schools are in operation and an entrance class which I carefully examined in all the subjects of entrance work except art, showed considerable proficiency in the work of that grade. Junior high school work will be taken up next year.

Apart from the regular course of study as laid down for the public schools the pupils are instructed in bible study, knitting, telegraphy, typewriting, basket making, broom making and shoemaking.

Some of the older pupils of former years did not return this year and as only comparatively few new pupils are in attendance the school is somewhat smaller. This permits of fewer pupils per teacher and hence more effective teaching.

Work of the Pupils

I examined the several classes in reading, writing (point and script), arithmetic, literature, spelling, history, grammar, hygiene, composition, and geography.

In arithmetic all the classes have made considerable progress, owing very largely to the introduction of a new slate which enables them to work more rapidly than in former years. It will be possible to increase the work covered by each form next year.

The pupils had a good idea of the several selections from the reader upon which they were questioned. A wider range of reading matter would be of great value to the class. More text-books would facilitate the progress of the pupils and simplify the work of the teachers.

Nearly all the pupils spell well. Those who did not spell well were mostly confined to the primary and first book classes. Some had not been long enough at school to be familiar with the point print and will doubtless improve in spelling as they become more proficient in reading.

In geography there was more improvement than in any other subject. A wider course is being studied than in former years and the subject is being presented in a better way to the pupils.

The same interest and proficiency were observed in history, grammar, and composition as in former years.

Notes

1. The attainment of knowledge by the pupils is made subservient to their happiness. Every effort is made by the principal to make the school life of the pupils happy.

2. I would suggest that greater attention be given to the physical training of the pupils.

3. The pupils deserve great credit for the work done by them for the relief of our soldiers at the front.

E. E. C. Kilmer,

Inspector, Brantford Public Schools.

Brantford, June 10th, 1918.

REPORT OF INDUSTRIAL DEPARTMENT FOR SESSION ENDING JUNE, 1918

W. B. Race, Esq., B.A.,
Superintendent.

Dear Sir,—I have the honour to report that during the session twelve boys were given instruction in chair-caning, ten in broom-making, three in furniture-making, and nine were given some instruction in shoe-repairing.

During the session of 1916 and 1917, it was decided by Principal C. W. James to add to the industries already being taught, the trade of shoe-repairing; with this end in view an equipment was purchased and Mr. C. E. Tooth. a graduate of the Manchester (England) School for the Blind, was provisionally engaged as instructor.

The work of this department, however, proved so unsatisfactory that at my recommendation it was decided to close it.

While shoemaking continues to be one of the leading occupations of the blind in England, I can see no immediate prospect of its becoming a success in Canada, due to the different conditions prevailing here, and also to the introduction of electrical machinery for the repairing of shoes, which is rapidly supplanting the hand cobbler in practically every town and city of Canada. This machinery is of such a nature that in my judgment it is impossible for a blind man to operate it.

Chair-caning.—This work continues to be most popular with the pupils, and although it can not be considered as a vocation, as a side line it is very profitable to the blind worker. It is also an excellent medium in developing the sense of touch.

Furniture-making.—The making of reed, fibre and rush furniture is one of the very best forms of manual training for the blind, giving scope to the artistic temperament of the pupil and at the same time developing his mechanical instincts. The work is very attractive and the finished articles find a ready sale at good prices.

Broom-making as a vocation for the blind needs no recommendation, it having been taught for many years in all the schools of the United States, where there are also many workshops which give employment to large numbers of blind women and men; it also affords an excellent opening for an ambitious blind man to establish a business of his own, as the amount of capital needed to start such a business is very small and there is always a ready market for his wares, brooms being a necessity in every home, workshop and factory.

One of our pupils, of Bruce, Alta., graduated this year, and, being given an outfit by the Saskatchewan Government, has established such a business, and is, I believe, doing well.

Employment was also found for another pupil in the broom shop of the Ottawa Association for the Blind, where he is now earning a good wage.

The work in the Industrial Department has been considerably handicapped of late through the scarcity of the raw materials entering into our work, due to war conditions, but the return to normal market conditions will, I trust, enable the work to proceed without hindrance.

Respectfully submitted,

Walter B. Donkin,
Head of Department.

Ontario School for the Blind

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1918

I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872	20	14	34
" for year ending 30th September, 1873	44	24	68
" " " 1874	66	46	112
" " " 1875	89	50	139
" " " 1876	84	64	148
" " " 1877	76	72	148
" " " 1878	91	84	175
" " " 1879	100	100	200
" " " 1880	105	93	198
" " " 1881	103	98	201
" " " 1882	94	73	167
" " " 1883	88	72	160
" " " 1884	71	69	140
" " " 1885	86	74	160
" " " 1886	93	71	164
" " " 1887	93	62	155
" " " 1888	94	62	156
" " " 1889	99	68	167
" " " 1890	95	69	164
" " " 1891	91	67	158
" " " 1892	85	70	155
" " " 1893	90	64	154
" " " 1894	84	66	150
" " " 1895	82	68	150
" " " 1896	72	69	141
" " " 1897	76	73	149
" " " 1898	74	73	147
" " " 1899	77	71	148
" " " 1900	77	67	144
" " " 1901	72	66	138
" " " 1902	68	70	138
" " " 1903	67	64	131
" " " 1904	68	66	134
" " " 1905	67	74	141
" " " 1906	71	76	147
" " " 1907	72	72	144
" " " 1908	71	68	139
" " " 1909	72	70	142
" " 31st October, 1910	77	67	144
" " " 1911	76	61	137
" " " 1912	69	55	124
" " " 1913	62	62	124
" " " 1914	65	59	124
" " " 1915	70	62	132
" " " 1916	82	61	143
" " " 1917	74	53	127
" " " 1918	75	51	126

II.—Age of Pupils

	No.		No.
Five years	0	Seventeen years	7
Six "	2	Eighteen "	9
Seven "	2	Nineteen "	5
Eight "	4	Twenty "	3
Nine "	4	Twenty-one "	3
Ten "	10	Twenty-two "	8
Eleven "	6	Twenty-three "	2
Twelve "	12	Twenty-four "	3
Thirteen "	4	Twenty-five "	1
Fourteen "	14	Over twenty-five years	6
Fifteen "	11		
Sixteen "	10	Total	126

III.—Nationality

—	No.	—	No.
American	1	Indian	2
Austrian	2	Irish	9
Canadian	54	Polish	3
English	33	Scotch	11
Finlander	1		
French	5	Total	126
German	1		

IV.—Denomination of Parents

—	No.	—	No.
Baptist	5	Presbyterian	21
Christian Science	2	Roman Catholic	19
Disciples	1	Hebrew	2
Episcopalian	32		
Lutheran	3	Total	126
Methodist	41		

V.—Occupation of Parents

—	No.	—	No.
Agent	1	Millers	2
Baker	1	Miner	1
Barber	1	Painter	1
Bartender	1	Pedlar	1
Blacksmiths	2	Police Magistrate	1
Book-keepers	2	Policeman	1
Bricklayer	1	Railway Employees	2
Cabinet-makers	2	Salesman	1
Caretaker	1	Sawyer	1
Carpenters	6	Sheet-Metal Worker	1
Clerk	1	Shoemakers	2
Clergyman	1	Soldiers	5
Dairyman	1	Steward	1
Engineer	1	Stoker	1
Farmers	22	Stone Mason	1
Fireman	1	Stove Mounter	1
Fisherman	1	Tanner	1
Gardeners	3	Tailor	1
Horseman	1	Trader	1
Hunter	1	Traveller	1
Janitor	1	Teamster	1
Jeweller	1	Tuner	1
Journalist	1	Unknown	9
Labourers	29		
Machinists	2	Total	126
Merchants	3		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1918

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Ontario	1	1	2
Alberta	2	1	3	City of Ottawa	2	1	3
District of Algoma	....	1	1	County of Oxford	1	....	1
Countyof Brant	....	1	1	" Peel	2	1	3
City of Brantford	....	3	3	" Perth	....	1	1
City of Belleville	....	1	1	District of Rainy River	....	1	1
County of Bruce	3	....	3	County of Renfrew	....	1	1
" Essex	....	2	2	" Russell	....	1	1
" Glengarry	....	2	2	City of St. Catharines	....	1	1
" Grey	....	1	1	" St. Thomas	1	....	1
" Grenville	1	....	1	County of Simcoe	4	1	5
City of Hamilton	2	2	4	City of Toronto	18	8	26
County of Hastings	1	....	1	County of Victoria	1	....	1
" Huron	3	2	5	" Waterloo	1	....	1
" Haldimand	2	....	2	" Welland	....	1	1
" Kent	....	4	4	" Wellington	1	....	1
City of Kingston	1	....	1	" Wentworth	1	....	1
County of Lambton	....	1	1	" York	2	1	3
" Leeds	1	1	2	Saskatchewan	6	....	6
" Lincoln	2	....	2	Manitoba	6	3	9
City of London	1	1	2	British Columbia	3	....	3
District of Muskoka	1	1	2				
District of Nipissing	5	4	9	Total	76	50	126

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1918

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Haliburton	1	....	1
District of Algoma	10	6	16	" Halton	7	3	10
City of Belleville	4	1	5	City of Hamilton	24	23	47
County of Brant	10	8	18	County of Hastings	6	6	12
City of Brantford	17	14	31	" Huron	15	13	28
County of Bruce	10	12	22	City of Kingston	8	4	12
" Carleton	2	2	4	County of Kent	11	8	19
" Dufferin	2	1	3	" Lambton	20	8	28
" Dundas	3	3	6	" Leeds	15	5	20
" Durham	4	4	8	" Lanark	4	4	8
" Elgin	7	6	13	" Lennox	4	1	5
" Essex	15	22	37	" Lincoln	3	3	6
" Frontenac	5	3	8	City of London	13	11	24
" Glengarry	8	2	10	County of Middlesex	10	13	23
" Grenville	3	2	5	District of Muskoka	3	3	6
" Grey	11	12	23	County of Norfolk	11	10	21
City of Guelph	4	4	8	City of Niagara Falls	....	1	1
County of Haldimand	6	5	11	District of Nipissing	10	8	18

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1918—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland	6	9	15	County of Stormont	5	2	7
" Ontario.....	8	13	21	City of Toronto.....	85	56	141
City of Ottawa.....	24	7	31	County of Victoria	9	2	11
County of Oxford.....	8	13	21	" Waterloo.....	13	6	19
District of Parry Sound.....	3	....	3	" Welland	9	6	15
County of Peel.....	4	2	6	" Wellington	11	8	19
" Perth	5	11	16	" Wentworth	10	11	21
" Peterborough	13	5	18	" York	21	17	38
" Prince Edward.....	7	2	9	Province of Quebec	5	1	6
" Prescott	4	....	4	Saskatchewan	9	6	15
" Renfrew.....	8	6	14	British Columbia	9	....	9
" Russell	5	3	8	Manitoba.....	11	8	19
District of Rainy River.....	1	1	2	Alberta.....	6	4	10
City of St. Catharines	3	2	5	United States.....	1	....	1
" St. Thomas	4	2	6		610	446	1,056
" Stratford.....	3	1	4				
County of Simcoe	13	11	24				

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1918

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Peel.....	2	1	3
District of Algoma.....	....	1	1	" Perth.....	....	1	1
City of Belleville.....	....	1	1	Rainy River District.....	....	1	1
City of Brantford.....	....	3	3	County of Russell	....	1	1
County of Bruce	1	....	1	City of Sarnia.....	....	1	1
" Essex	....	2	2	" St. Thomas	1	....	1
" Glengarry	....	2	2	County of Simcoe.....	3	....	3
" Grenville	1	....	1	City of Toronto.....	11	6	17
City of Hamilton	1	2	3	County of Victoria.....	1	....	1
County of Haldimand.....	2	....	2	" Welland	....	1	1
" Hastings.	1	....	1	" Wellington.....	1	....	1
" Huron	4	1	5	" Wentworth.....	....	1	1
" Kent.....	....	2	2	" Waterloo	1	....	1
City of Kingston.....	1	....	1	" York	....	1	1
County of Leeds	1	1	2	Manitoba.....	6	3	9
City of London.....	1	1	2	Saskatchewan	6	....	6
District of Muskoka	....	1	1	Alberta.....	1	1	2
" Nipissing	7	2	9	British Columbia	2	....	2
County of Ontario.....	1	....	1				
City of Ottawa	2	1	3	Totals.....	59	39	98
County of Oxford	....	1	1				

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1918, COMPARED WITH THE PREVIOUS YEAR

Item No.	Service	Total Expenditure Year ending October 31st, 1917	Total Expenditure Year ending October 31st, 1918
		$ c.	$ c.
1	Medicine	274 79	310 62
2	Meat, Fish and Fowl	3,643 85	3,358 40
3	Flour, Bread and Biscuits	1,175 53	1,130 75
4	Butter and Lard	2,360 09	1,832 51
5	General Groceries	2,702 41	2,193 42
6	Fruit and Vegetables	1,107 16	316 74
7	Bedding and Clothing	458 00	385 45
8	Heat, Light and Power	13,024 23	10,467 19
9	Laundry	448 59	482 84
10	Furniture and Furnishings	1,383 94	1,692 98
11	Farm and Garden	1,190 79	1,343 29
12	Repairs and Alterations	1,664 32	1,792 77
13	Advertising and Printing	856 95	673 64
14	Books and Apparatus	1,408 33	539 40
15	Miscellaneous	2,829 92	1,909 88
16	Pupils' Sittings in Church	200 00	200 00
17	Rent of Hydrants	160 00	160 00
18	Water Supply	481 18	566 07
19	Salaries and Wages	31,140 03	33,954 39
20	Broom-making	889 62	.....
21	Shoe-making	89 86	.....
22	Repairs to Pianos and Organs	139 89	232 70
23	Hardware, Paint, etc	599 91	466 91
24	Workshop—Willow Department	480 19	466 95
25	Engineer's Supplies	349 87	285 66
26	Models and Tools	193 10	99 56
27	Musical Instruments	1,208 25	355 00
28	Special Warrant (Horses)	492 00	.....
29	Literary, Music and Eye Ex	.....	509 00
30	Special Items—		
31	Special Warrant	.....	1,126 55
	Direct Payments	.....	178 92
		70,952 80	67,031 59

Our Maintenance Expenditure for the year ending October 31st, 1918	$67,031 59
We returned to the Department in the way of Casual Revenue derived from fees from western pupils, etc., the sum of	2,723 35
The actual cost of maintenance was therefore	$64,308 24
At an average attendance of 102 our per capita cost per year was	$630 47

Certified correct,

G. H. RYERSON,
Bursar

October 31st, 1918

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